UNIVERSITY OF ALBERTA
Department of Political Science
Located on unceded Papaschase Cree Territory in Treaty Six Territory - the traditional meeting ground and home for many Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Métis, and Nakota Sioux.

CANADIAN POLITICS
POLITICAL SCIENCE 225
FALL 2016

COURSE INSTRUCTOR: DR. NISHA NATH
OFFICE: 12-11 HM TORY BLDG
OFFICE PHONE: 780-492-1557

SCHEDULE: W 6:00PM – 9:00PM
CLASS LOCATION: TORY B 100
EMAIL: nnath@ualberta.ca
OFFICE HOURS: THURSDAY – 2:00 – 3:30PM AND BY APPOINTMENT

COURSE DESCRIPTION:
Welcome to Political Science 225 – Canadian Politics. This is a lecture and discussion-based introduction to key concepts in the study of Canadian politics. In this class, we will take a critical look at some of the foundational conflicts and foundational actors in Canadian political life. To do this, we will focus on citizenship, and we’ll look at the different ways in which power is used to secure particular versions of the Canadian political community. If you have taken Political Science 224, you will have already looked at institutions of governance in Canadian politics. Here, you’ll be looking at the cultural, social and political economic context of Canadian politics.

In examining some key conflicts over nationhood/unity, identity and equality, we will focus on three main themes: 1) Political legitimacy in a settler-colonial state; 2) Power and injustice in a settler-colonial state; and, 3) Political change in a settler colonial state. Through these three themes, we will cover topics such as political culture; the historical and contemporary colonial basis of Canada; Quebec nationalist struggles for power; the governance of Indigenous peoples by the Canadian state; citizenship and social inequities related to class and gender; the political economy of governance; the power of ideas like multiculturalism, ethnicity and race; resistant forms of power; and, social movements and interest group practices of power.

Some of the questions that students should keep in mind throughout this course include:
• How does the Canadian state shape, distribute, and exercise political power? How does the state use and abuse power?
• Who are the main actors in Canadian politics? Are they formally recognized as such?
• How do enduring political claims shape group-based struggles for power and societal processes of power, and vice versa?
• Who is the ideal Canadian citizen? Who are ‘we’? How are particular versions of ‘we’ secured by the state?
• Who put the politics in Canadian politics?

NOTE: The instructor reserves the right to correct, change or modify the syllabus as the course progresses.
COURSE PREREQUISITE: POL S 101 or consent of the Department.

Students without the course prerequisites 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 GOALS:

The overarching goals of this course are to:

- Introduce students to issues of power in Canadian politics;
- Build students’ understanding of the fundamental concepts, theories, and analytic frameworks used by Canadian political scientists;
- Offer a safe and engaging forum for debate and discussion; develop and defend positions on Canadian political issues with respect and ingenuity;
- Develop students’ written and oral communication skills;
- Develop and foster thesis-driven analytic writing and research skills, and;
- Develop and foster critical thinking skills.
- Historically contextualize contemporary conflicts in Canadian society;
- Encourage students to root their critiques, analyses and evaluations of Canadian politics in the broader traditions of Canadian Political Science;
- Enhance students’ ability to understand issues from different theoretical points of view;
- Stimulate interest in contemporary political ideas, institutions, and processes that are locally, regionally and nationally relevant to politics in Canada.

CLASS FORMAT

This course is designed as a lecture and discussion based course for second year political science majors. Because of the scheduling of the course [one 3-hour time block per week] material delivered in lecture format will often be interjected with active classroom discussion, small group activities, films, video clips and possibly guest speakers. Consequently, students should come to class on-time, be prepared to engage actively, and stay for the full duration of the class.

The lectures will provide you with an overview of the themes, concepts and ideas central to an understanding of a given week’s topics and readings. Lectures may also engage with more advanced theoretical or conceptual questions, or offer case studies that the class will explore together. Lectures are not simply a review of the readings. In fact, to be situated as best as possible to understand lectures and engage during class, students are expected to have completed the assigned readings prior to the lecture.

All material covered during class (via lecture, films, guest speakers, group discussion, small group work, etc...) is examinable.

I do use PowerPoint during lectures. The slides are outlines and will not be adequate for study/research purposes alone. Lectures and readings are also essential aspects of the course. You do not need to copy down every word on these slides. PowerPoint slides will not be made available to students. However, if there is detailed information that I would like you to have, it will be provided to you either as handouts or via your @ualberta.ca email.

You are welcome to use laptops for the purpose of taking notes. However, laptops and other electronic devices may not only be distracting to others, but distracting to yourself as well. I’d encourage you to


COURSE TEXTS AND MATERIALS:
There is no text for this course.

Any course materials that you are required to read or review will be made available in class via email or via e-class. You must access your @ualberta.ca while this course is running.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Reading Quizzes – 5% each</td>
<td>15%</td>
<td>Throughout the term</td>
</tr>
<tr>
<td>Argumentative Research Paper Introduction, Annotated Bibliography and Workshop Participation</td>
<td>10%</td>
<td>Wednesday, October 26th</td>
</tr>
<tr>
<td>Argumentative Research Paper (2500-3000 words)</td>
<td>30%</td>
<td>Wednesday, November 23rd - beginning of class</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>Wednesday, December 7th</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Note: Policy about course outlines can be found in the “Evaluation Procedures and Grading System” section of the University Calendar.

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.

COURSE EXPECTATIONS:
The basis for interaction amongst all members of the university is mutual respect, co-operation and understanding – this course is no exception.

In this course, you are expected to:
- Read the course syllabus carefully;
- Attend class regularly, arrive on time and be ready to participate;
- Bring your readings, some paper and something to write with to every class;
- Turn off your cell phone at the start of class (unless there are special circumstances, in which case please let me know in advance of the class). DO NOT text, check voicemail, check email, listen to music, check Facebook, tweet, snap, etc...during class. If you are a distraction to me or your peers, you will be asked to leave the class;
• Complete the required readings before they are discussed in class;
• Always act in a respectful way towards your peers, the course instructor and any visitors to the class;
• Approach the course material with an open mind and a willingness to critically engage with diverse ideas and opinions;
• Check your @ualberta.ca email frequently for any course updates;
• Complete all assignments to the best of your ability, on time, and honestly;
• Keep rough, draft work and hard copies of your assignments before they are handed in, and until the final marked assignments have been returned to you;
• Back-up your work and class notes frequently.

In this course, you can expect me to:
• Welcome and respect your diversity of ideas and interests;
• Be available during office hours, for appointments and via email for consultations about any aspect of the course;
• Reply to your emails within two business days (I do not check and reply to emails after 8PM);
• Grade assignments promptly (that is, within 2-3 week of their submission);
• Provide you with opportunities to critically engage with the material and with your peers;
• Provide you with opportunities to reflect on contemporary issues in Canadian politics.

COURSE COMMUNICATION:
Information about the course, including the syllabus, essay guidelines, evaluation criteria, announcements, or changes to the course will be posted on e-class or emailed to you at your @ualberta.ca account.

GRADING AND EVALUATION:
Marks for assignments and exams are given in percentages, to which letter grades are also assigned, according to the table below. I will not ‘curve’ or adjust final grades according to any present formula. A more detailed grading rubric for class participation, the research essay and final exam is available at the end of this syllabus.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Pts</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Exceptional</td>
</tr>
<tr>
<td></td>
<td>(95)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>(87)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>(82)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td>Very good</td>
</tr>
<tr>
<td></td>
<td>(78)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>(75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>(71)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
<td>Fully</td>
</tr>
<tr>
<td></td>
<td>(68)</td>
<td></td>
<td>satisfactory</td>
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<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
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<td>Grade</td>
<td>Mark Range</td>
<td>Weight</td>
<td>Description</td>
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<td>-------</td>
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<td>-------------</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td></td>
<td>(61)</td>
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<td></td>
</tr>
<tr>
<td>D+</td>
<td>56-59</td>
<td>1.3</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td></td>
<td>(57)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-55</td>
<td>1.0</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>(52)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Grade Appeals

There are no provisions for rewriting or for ‘making up’ assignments in this course. Should you believe that you have valid grounds to appeal one of your marks, you should feel free to come speak to me. There is, however, a ‘cooling off’ period of 48 hours (2 days) after the assignment has been returned to you. Do not lodge a grade appeal within those initial 48 hours. Grade appeals must also be accompanied by a half-page explanation of the basis of your appeal. Please also note that a re-read of written work may result in your mark staying the same, being raised or being lowered.

Late Penalties

Electronic copies of your assignments are due at the beginning of the class. **Assignments must be submitted in Word and PDF format.** You may submit your assignment early to avoid late penalties. Or, if you are having problems with email, you can submit a hard copy at the beginning of class or before class. Please note that if you are submitting the hard copy of your paper early, you may submit directly to the Political Science main office. The office closes promptly at 4PM.

**DO NOT** slip your assignments under my office door or under the door at the department office. At a minimum, a late penalty will be applied if the papers are not date/time stamped. In the worst case scenario, I may not actually receive the assignment and you would be penalized accordingly.

For all assignments handed in late there is a penalty of one letter grade per day, with weekends counting as 2 days. Thus, an A- paper that is 2 days late will receive a grade of B. Unless an extension has been granted in writing by me, **assignments submitted 7 days after the due date will not be marked and will receive a failing grade.**

Extensions may be granted based on compassionate or medical reasons. 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 the late penalty will apply. **You must make your case before the due date.** No retroactive extensions will be permitted. Extensions will **NOT** be given in the event of computer problems or software incompatibility. Back your work up frequently and keep copies of your drafts!

Extension Days

Each student has 2 extension days that they can use during the course. An extension day gives you an extra day to hand in an assignment. It is up to you how you use these two extension days. You do not need to inform me as to whether you are using an extension day and for what reason. I will be keeping track of how many days you have used. You may use the extension days one at a time or both at once. **Use of your extension days may affect the timeline for when you receive your graded assignment.**
Extension days CANNOT be used for your final exam and extension days CANNOT be used for your essay introduction and annotated bibliography. Extension days can only be used for the research essay.

Absences

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 the Calendar regarding Attendance and Examinations sections 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.

If you are absent from class on a given day, you are still responsible for all material covered during that class. Make a friend in class as soon as possible in case you find yourself in this situation. Participation marks are accorded on a per-class basis and an absence without a valid excuse will result in an F (0) for that class. If you are choosing to register in this class and the course conflicts with work or holiday schedules, you are advised to not register or to be cognizant that your participation mark will be compromised.

ACCESS TO PAST OR REPRESENTATIVE EVALUATIVE COURSE MATERIAL:

Detailed instructions and expectations for all written assignments will be discussed well in advance of due dates in class. This course outline and all assignment instructions will explain how students will be evaluated. This will be made available to students via e-class or your @ualberta.ca email.

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: (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.

All students should consult the Code of Student Behaviour and information provided by the Office of Student Judicial Affairs. Students should also be aware that when an instructor is convinced that a student has submitted work that he or she could not have produced without assistance, or otherwise violated the Code of Student Behaviour, that instructor is obliged to formally report the case.

- Code of Student Behaviour
- Office of Student Judicial Affairs

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.

**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 Office of the Student Ombuds. Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL.

**RECORDING OF CLASSES:**

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 content author(s) 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.

**STUDENT ACCESSIBILITY 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 Student Accessibility Services, contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

**ACADEMIC SUPPORT FOR STUDENT SUCCESS:**

Students desiring assistance with academic writing skills or effective study and exam strategies can access services via the Student Success Centre and the Centre for Writers:

- Student Success Centre: [http://www.studentsuccess.ualberta.ca](http://www.studentsuccess.ualberta.ca)
- Centre for Writers: [http://www.c4w.arts.ualberta.ca](http://www.c4w.arts.ualberta.ca)

**STUDENT SUPPORT SERVICES:**

Students in need of support as a result of concerns related to stress, personal safety, health concerns, sexual assault, or other personal or financial concerns are encouraged to contact campus and community services that have been established to listen, offer support, supply information and provide services:

- Distress Line: 780-482-4357
• Counseling Services: http://www.mentalhealth.ualberta.ca
• Sexual Assault Centre: http://www.sac.ualberta.ca
• Peer Support Service: http://www.su.ualberta.ca/services/psc/
• Links to various community support services:
  http://www.su.ualberta.ca/services/psc/resources/
• Bursaries & Emergency Funding: http://www.ubef.ualberta.ca
DETAILED COURSE REQUIREMENTS

Attendance and Participation (worth 10% of the overall course grade)

Given the scheduling of this course, consistent attendance and active participation will be key to your success in this class. A 3-hour class can feel like a marathon. Consequently, during our 3 hours together, you can expect that there will be a lecture component that is consistently interjected with active classroom discussion as well as small group work. You will have the opportunity and responsibility to critically engage with each other and the course material.

At various points during the course, I may email you discussion questions or supplemental readings. You will need these materials in order to be adequately prepared to participate actively in discussion in the subsequent class. To that end, you are responsible for checking e-class and your @ualberta.ca email on a regular basis.

Attendance will be taken every class and I will make note a participation grade for each student on a per class basis. If you are absent without a valid excuse, you will receive an F (0) for that particular seminar. Just because you tell me that you are going to miss a class does not necessarily mean that you have a valid excuse for doing so. Failure to attend at least 50% of the classes will be regarded as non-completion of a vital course component. If you attend class but do not participate, you should not expect to receive any more than a D-range grade for participation.

If you are absent from class on a given day, you are still responsible for all material covered during that class. Please do not ask me if you will be missing or have missed anything important. Make a friend in class as soon as possible in case you find yourself in this situation.

Your participation grade will be based not just on your attendance, but also on the amount and quality of your participation, evidence that you have considered the required readings and any other supplemental materials, and your ability to coherently substantiate your point of view. Being late, inattentive or not being constructive will result in deductions from your participation grade.

A more detailed participation grading rubric is available at the end of this syllabus.

Participation Tips:
When preparing for lecture, read strategically. Ask yourself some of the following questions when you are reading:

- Do I understand the basic terms and concepts in the reading? If not, write down a list of difficult concepts and bring them to class for discussion.
- What is the central point or argument being made?
- What are the major themes in the reading? How is the argument being made? Is it persuasive? Why or why not? What is the evidence?
- How does the reading relate to other course material? Is there something compelling or new that is being said?

For you to succeed in this course, and for the seminar to be interesting and dynamic, consider doing any or all of the following:

- Initiate discussion;
- Provide background information regarding the themes covered or the articles;
• Help clarify and/define concepts by providing illustrations or examples;
• Critically complicate concepts;
• Offer your reaction and/or your opinion, but provide something to back it up;
• Seek clarification through careful questioning;
• Draw attention to weaknesses, inaccuracies or inconsistencies in an argument;
• Connect readings to other course concepts or previous discussions;
• Engage directly with other students in the discussion;
• Synthesize, summarize and evaluate parts of the class discussion.

Readings Quizzes (3 quizzes worth 5% each)

Throughout the term - In-class.

These are closed-book quizzes designed to reward careful reading of the text and any assigned readings. These quizzes will be short and include multiple choice questions and/or short answer questions. The questions will not be ‘tricky’. My focus is on making sure that you have fully grasped key concepts or points, and/or the crux of a given reading’s argument. Quizzes will be given a percentage score and weighted evenly for a total of 15% of your total course grade.

Argumentative Research Paper (30%) + Intro/Biblio and Workshop Participation (5%)

Introduction and Bibliography Due Date: October 26, 2016 [beginning of class]

Paper Due Date: November 23, 2016 [beginning of class]

You will be required to write a 2500-3000 word argumentative research paper. We will be discussing the assignment in detail along with paper writing tips and strategies in class (Sept 14th). Detailed information about expectations and criteria for evaluation will be provided at that time.

Final Examination (worth 35% of the overall course grade)

Exam Date & Time: Wednesday, December 7, 6:00-9:00PM (In-class)

The exam will be three hours in length and will include short-answer questions and essay questions. The exam will be based on all material covered during the term. Examples of questions will be provided in the form of a review before the final exam.

The exam must be taken at this time and will not be rescheduled to accommodate travel arrangements. Deferrals of final examinations are not at the discretion of the course instructor. You must contact the Faculty of Arts to formally apply for a deferral. This application must be presented to the Faculty within two working days following the missed examination, or as soon as you are able due to the circumstances underlying your absence. See section 23.5.6. of the University Calendar for details on deferring exams.

If you know that you are not going to be available during the scheduled examination time, do not take this course.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>W Sept 7</th>
<th>INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

| W Sept 14 | WRITING ACADEMIC ESSAYS  
POLITICAL CULTURE AND IDEOLOGY IN A SETTLER COLONIAL STATE |
|-----------|--------------------------------------------------------|

<table>
<thead>
<tr>
<th>W Sept 21</th>
<th>WHO ARE WE? POLITICAL LEGITIMACY AND QUESTIONS OF NATION IN A SETTLER COLONIAL STATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>W Sept 28</th>
<th>POLITICAL LEGITIMACY IN A SETTLER COLONIAL STATE: INDIGENOUS SELF-DETERMINATION</th>
</tr>
</thead>
</table>
## W Oct 5

**Political Legitimacy in a Settler Colonial State: French-English Neo-Colonial Struggles**

### Required Reading:


### Recommended Reading:


## W Oct 12

**Power and Injustice: Race, Immigration and Multiculturalism**

### Required Reading:


### Recommended Reading:


## W Oct 19

**Power and Injustice: Race, Immigration and Multiculturalism Continued**

### Required Reading:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 26</td>
<td>Power and Injustice: Class and the Political Economy of Liberal Democratic Governance Essay Workshop</td>
<td></td>
</tr>
<tr>
<td>Nov 9</td>
<td>No Class – Fall Term Reading Week</td>
<td></td>
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<tr>
<td>Nov 23</td>
<td>Political Change: Groups, Social Movements and Parties in Canadian Politics Argumentative Research Essay Due</td>
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<td>--------------------------</td>
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<tr>
<td><strong>W Nov 30</strong></td>
<td>REVIEW</td>
<td></td>
</tr>
</tbody>
</table>
| **W Dec 7**              | FINAL EXAM  
6:00PM – 9:00PM  
IN CLASS                                                                                                                                   |
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
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Attendance</th>
<th>Reading / Preparedness</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>Always</td>
<td><strong>Fully Prepared and Engaged:</strong> Has completed and thought about the readings; makes effective use of the readings in discussion; makes use of personal experiences and existing knowledge, but relates such anecdotes and background information to the themes of the readings.</td>
<td><strong>Excellent:</strong> Leads discussion; offers analysis and insightful comments; takes care to listen to others and not dominate discussions; expands discussion by regularly making reference to assigned readings as well as to current events, personal experiences and existing knowledge; actively asks questions. (This is the standard expectation of graduate students.)</td>
</tr>
<tr>
<td>B range</td>
<td>Almost always</td>
<td><strong>Prepared and Engaged:</strong> Has completed most or all the assigned readings; provides competent analysis of, or comments on, the readings with limited prompting.</td>
<td><strong>Good to Very Good:</strong> Clear, thoughtful and often insightful comments and questions; willing and able to be a frequent contributor to discussions; willing and able to expand discussion by relating readings to current events, personal experiences and existing knowledge; asks questions.</td>
</tr>
<tr>
<td>C range</td>
<td>Frequent</td>
<td><strong>Somewhat Prepared, but Not Actively Engaged:</strong> Displays familiarity with most readings; does not regularly refer to readings in discussion; fails to relate readings to personal observations or existing knowledge.</td>
<td><strong>Satisfactory:</strong> Willing to participate, but clear and insightful comments are sporadic; less willing to expand the conversation or ask questions. (This level of participation is not satisfactory for graduate students)</td>
</tr>
<tr>
<td>D range</td>
<td>Occasional</td>
<td><strong>Unprepared and Disengaged:</strong> Little apparent familiarity with assigned readings; lack of willingness to participate.</td>
<td><strong>Marginal:</strong> Unwilling to participate actively in discussion; remarks often marred by misunderstandings; unhelpful and unwilling to listen.</td>
</tr>
<tr>
<td>F</td>
<td>Rare</td>
<td><strong>Clearly Unprepared:</strong> Unfamiliar with readings.</td>
<td><strong>Unacceptable:</strong> Rarely speaks; unhelpful.</td>
</tr>
</tbody>
</table>

- Adapted by Laura Way from Steve Patten’s “Explanations of the Grading Scheme.” Used with permission.
## TEST AND ESSAY GRADING GUIDE

<table>
<thead>
<tr>
<th>Grade Point</th>
<th>Letter</th>
<th>Definitions</th>
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</table>
| 4.0         | A+     | **Excellent to Exceptional** –
TEST: Superior grasp of the course material. Extremely thorough answers that make impressively thoughtful use of information from readings, cases and examples. Very insightful, clear and convincing answers.
ESSAY: Extremely clear, focused & well-developed argument. Impressive depth and breadth of knowledge of subject matter. Demonstrated command of relevant concepts and theories. Some degree of originality or creative and independent thinking. Extremely thorough and effective research effort. Excellent writing.
Note: At the graduate level it is expected that many, if not most, students will produce ‘excellent’ work.
| 4.0         | A      | **Very Good** –
TEST: Clear command of the course material. Gone well beyond providing the bare essentials by, for example, being extremely thorough, making direct reference to readings and lecture material, or providing good examples. Thoughtful, clear and convincing answers. Solidly above average.
ESSAY: Very clear, focused & well-developed argument. Impressively thorough knowledge of subject matter. Solid understanding of relevant concepts and theories. The thoroughness and effectiveness of the research effort is beyond standard expectations. Clearly better than average argumentation and writing.
| 3.7         | A-     | **Good** –
TEST: Good grasp of the course material. Gone beyond providing the bare essentials by making good use of references to readings, lecture material and seminar discussions, or examples. Clear and convincing answers.
ESSAY: Clear, focused & well-developed argument. Thorough knowledge of subject matter. Solid understanding of relevant concepts theories. Average to better than average argumentation, research and writing.
Note: While B- to B grades are satisfactory to good for graduate students, they are below the standard expected of graduate students engaged in or continuing toward doctoral studies.
| 3.3         | B+     | **Satisfactory to Fully Satisfactory** –
TEST: Basic grasp of course material. Expectations are met in that the essential components of competent answers to the questions are all there. The depth of understanding & quality of analysis is entirely acceptable, but not impressive. Reasonably clear and convincing answers.
ESSAY: Clear, but underdeveloped argument. Competent level of knowledge of subject
<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>2.0</td>
<td>C</td>
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<tr>
<td>1.7</td>
<td>C-</td>
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<tr>
<td>1.3</td>
<td>D+</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
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<tr>
<td>0</td>
<td>F</td>
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</tr>
<tr>
<td><strong>Unacceptable / Failure -</strong>&lt;br&gt;TEST: Substantial problems exist regarding understanding course material. Fails to provide the components of a minimally satisfactory answer.&lt;br&gt;ESSAY: Unclear or missing argument. Fails to demonstrate knowledge of subject matter or use of research techniques. Fails to fulfill requirements of the assignment. Unacceptable argumentation, research and/or writing.</td>
<td></td>
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</table>
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/

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(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. 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
**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**

**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

<table>
<thead>
<tr>
<th>Procedures for Instructors Regarding</th>
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<tbody>
<tr>
<td><strong>Plagiarism, Cheating,</strong></td>
</tr>
<tr>
<td><strong>Misrepresentation of Facts and Participation in an Offence</strong></td>
</tr>
</tbody>
</table>

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.

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**Professor Steven Penney**  
**Chair, Campus Law Review Committee**

**Dr Steven Dew**  
**Provost and Vice-President (Academic)**

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*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: 27/08/2015