EUROPE’S POPULIST FAR RIGHT PARTIES
POL S 486A1/580A1 TOPICS IN EUROPEAN POLITICS
FALL 2016 WEDNESDAY 1:00-3:50 Tory 11-13
INSTRUCTOR: DR. L. ADKIN
Tory 12–27, tel. 492-0958, email ladkin@ualberta.ca
Office hours: Thursday 1:30-3:30 or by appointment

This course examines a variety of case studies and explanations for the support for European populist right wing (or radical right) parties. While these parties have transformed their programs and images in various ways over time, they continue to constitute a “party family” insofar as they construct a people-versus-elite framing of political conflict, articulated to strong anti-immigration and nativist positions. These parties began to make electoral gains in the mid-1980s, in the context of neoliberal economic restructuring, deindustrialization, rising structural unemployment, the decline of Communist parties, and the ongoing crisis of social democracy. Four decades later they are entrenched players in political party systems and in some countries are the second or third party in terms of electoral support. The literature reviewed in the course seeks to explain who supports these parties and why, and how factors such as electoral systems, political party systems, party programs and discursive strategies may account for differences among these parties’ electoral success and political influence.

Pols 486A1 is offered in conjunction with Pols 580A1 in a seminar format. Prerequisites: PolS 230 or consent of instructor.

Course Goals
> Students will obtain greater knowledge about the history and contemporary dynamics of political conflict in the advanced capitalist countries.
> Generally, the course aims to deepen students’ understanding of, and ability to work with, a variety of theoretical approaches used to explain social and political phenomena. This includes being able to identify the approaches’ underlying assumptions and normative orientations. The ability to identify the underpinnings, strengths, and weaknesses of causal claims is a critical step in cognitive development and essential to democratic citizenship. Students should leave this course better equipped to evaluate interpretations of complex social and political problems.

Class Format
This is a seminar course, meaning that participants should come prepared to address the questions that are assigned in advance, on the syllabus and verbally in class. Specific responsibilities for readings will be allocated by the instructor at the beginning of term. Participation in collective exercises will be emphasized. Presentations of individual research projects will take place at the end of term.
Recommended texts and access to course materials

https://www.library.ualberta.ca/catalog/7090974


Other readings are available electronically.

COURSE WEBSITE:  http://pols4862008.pbworks.com/

Use of electronic devices in 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.

Laptop computers or tablets may be used for taking or reading notes, for group work, 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. (See links to the research on this on the course website.) Use of laptops for other purposes is not permitted. Use of i/smart/cell phones and other electronic devices in class is not permitted.

REQUIREMENTS AND EVALUATION

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc? No.

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/: Yes.

Additional mandatory Instructional fees (approved by Board of Governors): None

Attendance, Absences, and Missed Grade Components:
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.
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.

Grade Distribution

<table>
<thead>
<tr>
<th>Attendance: To pass this course you must attend a minimum of 16 / 25 class sessions. Attendance will be taken. Pass/Fail grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
</tr>
<tr>
<td>Research essay</td>
</tr>
<tr>
<td>Research presentation</td>
</tr>
<tr>
<td>Take-home exam</td>
</tr>
</tbody>
</table>

Tests and assignments will be assigned a letter grade. A+ will be represented by 4.3.

When grading assignments I use my judgment, based on 23 years of teaching, regarding where a paper falls on the grading scale, and using the criteria that I have provided. (I do not use a grades distribution chart to assign grades.) When calculating final grades, I use a combination of considerations, listed in order of importance: the numerical score resulting from the assignment grades (these are not curved or adjusted to any preset formula); evidence of individual improvement and effort over the term (comes into play when a final grade is border-line); the overall performance of the class. The last consideration is more likely to influence grade distribution in a large class than in a seminar class, if the mean grade differs significantly from the GFC’s mean for a course at that level, and if there are no apparent justifications for this variation. (Classes do perform differently, overall, depending on the level of preparation and abilities of their constituents, although such variations in class averages are generally smaller the larger the class size.)

Note that the Department of Political Science now has a policy that: “Grade appeals regarding term work must be initiated before the final exam is written, unless the work is handed back at the final exam.”

Rules for extensions, late penalties and missing work: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. Extensions will be granted in the case of illness or personal crisis. Extensions must be requested before the due date for the assignment. In fairness to students who have completed their work on time, there will be a penalty for late papers for which extensions have not been granted. The penalty for late papers will be 0.2 points per day (e.g., a 4.0 paper one day late will receive 3.8; a 2.7 paper two days late will receive 2.3). Papers more than five days late will not be accepted. An extension for an assignment due at the end of the term may result in a grade of incomplete, due to grade submission deadlines in December. Please note that, beyond certain limits, extensions may only be granted by the Faculty of Arts and under specified, medically
documented conditions. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar.

Undergraduate Student Grading Scale

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade point value/Numeric equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0 (4.3)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Plagiarism & Academic Dishonesty: 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.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37633) and avoid any behaviour which 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. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the U of A's Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/.

SPECIALIZED SUPPORT & DISABILITY SERVICES:
Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.
For help with writing and learning skills, consult the Student Success Centre http://www.studentsuccess.ualberta.ca/ or the Centre for Writers http://c4w.ualberta.ca/.

Feeling Overwhelmed? (In need of student, social, financial or security services?):
The Student Distress Centre is there to listen, offer support, supply information and provide services:
- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: http://www.campusrischat.com/

COURSE GUIDE

From time to time, readings will be assigned to particular individuals who will report back to the group the following week. These assignments will be distributed evenly among seminar participants. We will work collectively, in the seminar sessions, to address questions related to the readings. Please note that this method means that not all of the readings listed for a particular week may be required reading, as some readings may be allocated to individuals or groups to synthesize for the group. While the assigned readings are weighted toward cross-country (multiple case) studies, a list of recommended country studies is appended to the syllabus; these supplement the “large n” approach taken by many of the authors and will be useful for your research essays.

Over the term we will build up “tables” with findings from the readings, corresponding to key questions concerning the origins and bases of support for radical right parties. These tables will be updated on the course website by recorders (designated for each seminar), and will become useful resources for the final take-home exam. Essentially, we will be mapping the different answers provided by our authors to a set of questions about radical right parties and their effects on party systems and political conflict. As you read each piece, look for answers to the following questions. Questions for which we will be building tables are in blue font. (You may initiate additional tables if you wish.)

1. What characteristics constitute the “radical right” as a political party type, or “family”?
2. What sets this party family apart from the traditional right-wing parties?
3. What differentiates the radical right from right-wing extremism?
4. Who votes for radical right parties?
5. What does knowing who votes for these parties tell us about why these groups vote for the radical right (rather than, for example, the left)?
6. To what extent is there continuity between the contemporary radical right and 20th century antecedents such as fascism and Naziism?
7. Are there significant differences between radical right parties (their characteristics or origins) in Western Europe and in Eastern Europe?
8. What does “successful” mean in relation to the radical right? That is, what evidence is there that they are shaping public beliefs or public policies, in addition to winning votes?

9. At what level(s) of analysis does the study operate? (e.g., individual psychology, political culture, sociological categories, party system, institutions, economic structures, discourse)

10. How useful are the “large n” (cross-national survey) studies as compared to the single case study analyses in helping us to understand who votes for the far right and why?

11. How do the authors label the theoretical approaches used to explain the phenomena they are studying? What do these labels refer to?

12. What determines which theoretical approach is adopted by a comparative theorist?

13. What does each approach contribute to our understanding of the radical right? What are the criticisms, or limitations, of each approach?

14. Is there one approach that seems, consistently, to explain more about changes in the party system than other approaches?

15. After working through the conclusions of all the different studies in the course, what syntheses can we make regarding the evidence for the radical right’s electorate, and the other questions posed above?

Some definitional notes on the theoretical categories referred to in the readings are provided on the course website. You are strongly advised to read these notes in the first week of term, as they will help you answer the questions in the above list.

Note: Required readings are for everyone unless otherwise indicated. TBA means “to be assigned” to an individual or to a group.

WEEK ONE SEPT 7 INTRODUCTION TO THE COURSE

WEEK TWO SEPT 14 OVERVIEWS, DEFINITIONAL QUESTIONS
[We will start our tables.]
Key Questions:
- What characteristics constitute the “radical right” as a category in political party systems?
- What sets this party “family” apart from the traditional right-wing parties?
- To what extent is there continuity between the contemporary far right and 20th century antecedents such as fascism and Naziism?
- Are there significant differences between radical right parties (their characteristics or origins) in Western Europe and in Eastern Europe?

Required readings


Recommended:


WEEK THREE  SEPT 21 WHO VOTES FOR THE RADICAL RIGHT PARTIES?
[Cross-national studies]

We will work on the tables, including “who votes for the radical right?”. We will identify points of agreement and disagreement, and ask what explains the disagreements. We will then take up Merijn Oudendampe\n’s questions about what these “demand side” approaches to the radical right parties explain. What does knowing who votes for these parties tell us about why these groups vote for the radical right (rather than, for example, the left)?

Required readings


Oesch, Daniel. 2013. “The class basis of the cleavage between the New Left and the radical right: an analysis for Austria, Denmark, Norway, and Switzerland.” In Rydgren, ed., 31-51. TBA

Ivarsflaten, Elisabeth and Rune Stubager. 2013. “Voting for the populist radical right in Western Europe: The role of education.” In Rydgren, ed., 122-137. TBA


Coffé, Hilde. 2013. “Gender, class, and radical right voting.” In Rydgren, ed., 138-155. TBA


Oudendampe, Merijn. 2013. “Explaining the swing to the right: The Dutch debate on the rise of right-wing populism.” In Wodak et al., eds., 191-207.

Recommended:


Mayer, Mayer. 2015. The closing of the radical right gender gap in France? French Politics vol. 13, no. 4 (December). [not yet available online]


WEEK FOUR  SEPT 28  POLITICAL-ECONOMIC EXPLANATIONS

Questions: What do political-economic explanations for the emergence and electoral support for far right (or radical right) parties contribute to our understanding of these phenomena? What are the criticisms, or limitations, of such explanations?

Required readings


Recommended:
Baier, Walter. 2015. “Europe at the Crossroads: Right Populism and Reactionary Rebellion,” Socialist Register 2016 vol. 52, 68-90. [a sweeping, global account of the “historical moment” of which the far right is a manifestation]

WEEK FIVE  OCT 5  “SUPPLY SIDE” EXPLANATIONS

Questions: What are the far right parties offering in their programs and discourses to build a bloc of supporters? What strategies are the leaders of these parties adopting? What are other political parties doing poorly or failing to do, to retain their electorates?

Required readings


Goodwin, Matthew and David Cutts. 2013. “Mobilizing the workers? Extreme right party support and campaign effects at the 2010 British general election.” In Rydgren, ed., 190-205. TBA


Recommended:

Pytlas, Bartek. 2013. Radical-right narratives in Slovakia and Hungary: historical legacies, mythic overlaying and contemporary politics. Patterns of Prejudice Vol. 47, No. 2, 162-183. [historical myths used by radical right parties in Slovakia and Hungary]

WEEK SIX OCT 12 “SUPPLY SIDE” EXPLANATIONS CONT’D.

Required readings


Aristotle Kallis. 2013. “Breaking taboos and ‘mainstreaming the extreme’? The debates on restricting Islamic symbols in contemporary Europe.” In Wodak et al., eds., 55-70.

Recommended:


Bale, Tim et al. 2010. “If you can’t beat them, join them? Explaining Social Democratic responses to the challenge from the Populist Radical Right in Western Europe.” Political Studies 58, 410-426.


WEEK SEVEN OCT 19 POLITICAL OPPORTUNITY STRUCTURES

Required readings


Recommended:
Fieschi, Catherine. 2004. Fascism, Populism and the French Fifth Republic: In the shadow of democracy. Manchester University Press. [chs 1 and 2 for overview of approaches] [on reserve]

WEEK EIGHT OCT 26 PSYCHO-SOCIAL EXPLANATIONS

Required Readings


WEEK NINE  NOV 2  ANTI-SEMITISM AND ISLAMOPHOBIA/HATRED OF MUSLIMS

Mosse, George L. 1985. "Race and Sexuality: The Role of the Outsider" (ch. 7), and "Fascism and Sexuality" (ch. 8), in Nationalism and Sexuality: Respectability and Abnormal Sexuality in Modern Europe. New York: Howard. [book on reserve]


Recommended:
Documentary films on UK and France [see videos list on course website]

WEEK TEN  NOV 9  READING WEEK—NO CLASS

WEEK ELEVEN  NOV 16  NETWORKS, RESOURCES, MEDIA

Questions: What resources and networks do the leaders of radical right parties and their militants draw upon? What roles have media played in disseminating the messages of the radical right?


Beirich, Heidi. 2013. "Hate across the waters: The role of American extremists in fostering an international white consciousness." In Wokak et al., eds. 89-102.


Nohrstedt, Stig. 2013. "Mediatization as an echo-chamber for xenophobic discourses in the threat society: The Muhammad cartoons in Denmark and Sweden.” In Wodak et al., eds., 309-320. TBA
Recommended:
Billionaires’ Tea Party (documentary film, 54 mins. 2011)

NOVEMBER 17 RESEARCH ESSAYS DUE
WEEK TWELVE NOV 23 RESEARCH PRESENTATIONS
WEEK THIRTEEN NOV 30 RESEARCH PRESENTATIONS
DECEMBER 7-19 TAKE-HOME FINAL EXAM

INSTRUCTIONS FOR ASSIGNMENTS

Assigned readings
When you have been assigned a reading to prepare for the group:

1) summarize the reading for the class, being sure to identify: (a) the core question(s) of the reading, (b) the level(s) of analysis adopted and the theoretical approach(es) employed, as well as (c) the key conclusions.
2) note “answers” found in the reading to any of the questions (1 to 14) listed on the syllabus, paying special attention to any “key” questions listed on the syllabus for that week.
3) Ask what this reading contributes to our understanding of the radical right, what aspects of the phenomena are not explained, and identify any other limitations or criticisms of this approach that the class might discuss.

You will have up to 15 minutes to present your reading.
Recorder
There will be a different recorder for each table, and these jobs will be rotated so that everyone shares the work. Your job will be to add “answers” to the tables that we are compiling on the questions listed on the syllabus. You may write these answers by hand and type them for insertion into the tables later (before the next class), or type them directly into the tables, using a laptop connected to the course website. Other seminar participants will assist you and suggest changes, corrections, or additions to your entries.

Research Essay
Select one European country whose politics are of particular interest to you. Provide an analysis of the trajectory of radical right politics in this case, drawing upon the types of theoretical explanation for the success (or lack thereof) of radical right parties in different European contexts. Your conclusions should speak to the usefulness of various approaches (their explanatory capabilities) with regard to your case. As this is a research paper, you are expected to carry out extensive research using periodicals databases to find pertinent academic sources. There should be at least 15 scholarly sources in your bibliography (from peer-reviewed journals or books). Other sources (from think tanks, governments, non-governmental agencies, media) may also be used, but do not substitute for the scholarly sources. Use an accepted manual of style to format your references. Chicago Manual of Style (CMS) author-date style is preferred, but APA or MLA may be used as well. Provide the complete citation for your style manual on the title page of your essay. You have a page limit of 20 pp. or 5,000 words for this paper.

Additional Guidelines Regarding 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 identify clearly 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/](http://www.c4w.arts.ualberta.ca/)

Excerpts from the *Code of Student Behaviour* (updated effective APRIL, 2008)

<table>
<thead>
<tr>
<th>30.3.2(1) Plagiarism</th>
<th>30.3.2(2) e</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Student shall submit the words, ideas, images or data of another person as the Student's own in any</td>
<td>No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment,</td>
</tr>
</tbody>
</table>
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.

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*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/

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>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism, Cheating,</td>
</tr>
<tr>
<td>Misrepresentation of Facts and Participation in an Offence</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.

<table>
<thead>
<tr>
<th>Possible Sanctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

- 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 also 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.

Updated: 27/08/2015