Political Science 486/580-
Return to Europe: the EU member states of Central and East Europe
Fall, 2017

Mondays, 1-3:50 pm, TB 109

Course Instructor: Dr. Lori Thorlakson
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Office phone: 780-492-2282
e-mail: thorlaks@ualberta.ca
Office hours: Tuesdays and Thursdays, 2:30 – 3:30; or by appointment

Course objectives and general content
The European Union member states of Central and East Europe have experienced a remarkable political, social and economic transition, first following the fall of communism and then with their accession to the European Union. Today, the durability of these new democracies is called into question with the rise of strongman leaders and challenges to the rule of law. This course critically examines the political development of East and Central Europe during the post-communist period with the aim of explaining democratic transition, consolidation and erosion. Topics include the impact of institutional design on democratic consolidation, party development and party system change, the role of communist successor parties, the emergence of populist and nationalist politics, the role of civil society, the strategies, successes and costs of economic transition to market economy and how accession to the EU has affected the political development of the region.

Course objectives:
- To introduce students to the politics of the Central and Eastern European member states of the European Union.
- To apply theories of integration to the cases of CEE.
- To critically assess competing causal explanations of political outcomes.
- To comparatively analyze political processes and outcomes in Central and Eastern Europe.
- To encourage students to undertake original research.

Pre-requisite(s): POLS 230 or 260 or approval of the instructor.

Learning Outcomes:
After completing this course, students will have developed:
- A knowledge of the political development of the countries of Central and Eastern Europe, the European Union and EU enlargement.
• Skills to critically analyze political arguments
• The skills to conduct research and bring evidence to bear on theoretical questions.
• Debating, discussion and problem-solving skills

Course materials:

The textbook for this course is:

It is available for purchase in the university bookstore.

Online resources:
Many of the readings for this course are available free of charge online through the library website as e-journal articles. You will need a valid CCID and password to access these.

There is an e-class site for this course. The site is used for posting notices, documents (such as the syllabus and guides to assessments), and providing links to electronic resources. In addition, you may find the following resources helpful:

Europa, the website of the European Union, can be accessed here: http://europa.eu

Transitions Online (http://www.tol.cz) is a weekly online news magazine on the postcommunist states. The University of Alberta library has a subscription and it can be accessed electronically through the library website.

A database of elections and electoral legislation in postcommunist countries can be found at http://www.essex.ac.uk/elections/. The data, created by the project Political Transformation and the Electoral Process in Post-Communist Europe, contains data until 2001.


You can find country profiles on the BBC politics website www.bbc.co.uk/politics. These overviews also include links to English-language national media.

European Commission Opinions on EU accession applications and annual progress reports can be found here: http://ec.europa.eu/enlargement/press_corner/key-documents/index_archive_en.htm
The Economist Intelligence Unit produces country profile reports with up to date information on the politics and economic performance of all countries in the region. These can be accessed electronically through the library’s website.

**Course requirements:**

**Grade Distribution**

- **Mid-term essay:** 25% of course grade.
  A 3,000 word mid-term paper will be due on **Friday October 6**. Please submit your papers to the department office during office hours.

- **Research Essay:** 40% of course grade.
  The major research essay will be due on **Friday, December 8**. For students enrolled in POLS 486, the essay should be approximately 5,000 words (about 15 pages, double spaced). For students enrolled in POLS 580, the essay should be approximately 7,000 words (about 25 pages double spaced). Students are required to submit a one-page paper proposal by **Monday November 20** and should schedule a meeting with the course instructor to discuss their proposal. The paper proposal should specify the question the paper seeks to answer, its placement in the literature and/or current policy debates, the evidence that will be drawn upon and the research strategy and method to be employed. Further detailed guidelines will be made available later in the term.

- **Country report dossier:** 20% of course grade
  Students are required to submit a dossier that includes three elements: (1) a summary of developments in their country that relate to each week's topic. This should be roughly half a page to a page for each week; (2) a powerpoint presentation delivered on November 27 that highlights key issues that relate to your country, and (3) a 1,000 word summary that comparatively reflects on the performance and development of your country over the past 25 years and the key challenges that lie ahead. While the powerpoint may be the product of cooperation within your country group, the written summary should be an individually-produced reflection. **The dossier is due on Monday November 27.** Detailed guidance is available on the e-class site.

- **Class Participation:** 15% of course grade
  The pattern of your attendance and the quality of your participation in and contribution to class discussions will determine your participation grade. As this is an honours seminar, discussions will be largely student-led. All students are required to complete the required readings for each course and arrive prepared to discuss them and prepare to answer the assigned country
report questions. The course outline provides discussion questions to help
guide your reading. Students registered in POLS 580 will be required to
make one presentation of approximately 20 minutes on an assigned question
and set of readings. You will lead part of the seminar discussion that follows.

Class participation marks are awarded for consistent attendance and for
contributions to the seminar discussion. Participation marks are awarded for
consistent, thoughtful and interactive participation. This includes
contributing your comments and analysis, as well as carefully and
thoughtfully listening to and constructively engaging with the comments and
arguments of your classmates.

- 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.

- **Recording of Lectures:** Audio or video recording, digital or otherwise, 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. Student or instructor content,
digital or otherwise, created and/or used within the context of the course 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 content author(s).

- Policy about course outlines can be found in Section 23.4(2) of the University
Calendar.

**Access to Representative Course Material**

- I will provide guidance on expectations for essays in class. Detailed
assignment guidance will be made available on e-class.

**Grading Practices:**

**Grading:**
Marks for assignments, tests, and exams are given in percentages, to which letter
grades are also assigned, according to the tables below *(Political Science
Undergraduate Grading Scale and Political Science Graduate Grading Scale)*. The
percentage mark resulting from the entire term work and examination then
produces the final letter grade for the course.

**For students enrolled in POLS 486, the following scale applies:**
### Political Science Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pts</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
<td>Strong evidence of original thinking; clear capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; superb writing and organizational skills.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Good to very good</td>
<td>Evidence of strong grasp of subject matter; indication of critical capacity and analytic ability; understanding of relevant issues; evidence of familiarity with literature; strong writing and organizational skills.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Good to very good</td>
<td>Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; writing and organization skills need improvement.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
<td>Limited familiarity with the subject matter; insufficiently developed critical and analytic skills; writing and organizational skills are weak.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
<td>Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; poor writing and organization skills.</td>
</tr>
</tbody>
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### For students enrolled in POLS 580, the following grading scale applies:

### Political Science Graduate Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pts</th>
<th>Descriptor</th>
<th>An outstanding answer to the question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
<td>• Clear, sharply focused and incisive argument, displaying impressive skill in elucidating concepts, conducting analysis and marshalling evidence.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td>• Shows wide knowledge of the topic, with signs of sophisticated understanding and negligible errors and omissions.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>• Displays originality in handling the problem.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good to</td>
<td>• Excellent to effective literary style and presentation, including economy of expression, good grammar and punctuation, and legible text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>very good</td>
<td>• Referencing up to current professional standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A very good to good answer to the question.</td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
<td>Quality</td>
<td>Description</td>
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<td>-------</td>
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<td>-------------</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
<td>Very clear, well-focused and logical argument displaying skill in elucidating concepts, conducting analysis and marshalling evidence. Shows evidence of reading in breadth and depth, with signs of sound understanding generally and minimal errors and omissions. Adopts a thoughtful, non-standard approach in handling the problem. Effective literary style and presentation, including adequate economy of expression, good grammar and punctuation, and legible text. Referencing of a high standard.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Satisfactory</td>
<td>A reasonable to fair answer to the question. A fairly clear to sometimes vague answer to the question, nevertheless displaying some skill in elucidating concepts, conducting analysis and marshalling evidence. Evidence of reading and familiarity with the main sources, although at the lower end some main points may be poorly grasped. Some significant errors or padding. Approach to the problem either quite routine or compromised by uneven understanding. Satisfactory to weak literary style and/or presentation. Referencing of an acceptable to questionable standard.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Marginal</td>
<td>A marginal answer to the question. A vague answer to the question with limited skill in elucidating concepts, conducting analysis and marshalling evidence. Limited evidence of reading and limited understanding of the issues raised with errors and omissions and/or padding. Weak approach to the problem. Weak literary style. Referencing style of a questionable standard.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Failure</td>
<td>A poor answer to the question with the following characteristics ranging in severity:</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Failure</td>
<td>- Unclear, ill-focused and/or illogical</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Failure</td>
<td>- Unclear, ill-focused and/or illogical</td>
</tr>
</tbody>
</table>
| D | 1.0 | Failure | argument displaying some minimal skill in elucidating concepts, conducting analysis and marshalling evidence.  
- Shows some evidence of reading or other learning but only limited understanding of the issues raised, with some major errors and omissions and/or significant padding.  
- Approach in handling the problem unsound, superficial or flawed by limited understanding.  
- Poor literary style and/or presentation, probably including clumsy expression, many unacceptable errors of grammar and punctuation and/or illegible text.  
- Referencing of a barely acceptable or unacceptable standard. |
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</thead>
<tbody>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
<td></td>
</tr>
</tbody>
</table>

**Absences and late penalties:**

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.

**Policy for Late Assignments:**

Late assignments will be penalized one letter grade per day unless the late submission is due to illness or other compelling factor or have not secured my permission in advance. For example, an A paper submitted one day late will receive a grade of A-. Students are advised to communicate in advance if they anticipate a late assignment submission.
Class Schedule:

Week 1 (Sept 11): Introduction to the course

Week 2 (Sept 18): Communism and its collapse: including legacies, types of communism

Week 3 (Sept 25): The dual or triple transition and theories of democratic consolidation

Week 4 (Oct 2): EU accession
Essay 1 due on Friday October 6.

Week 5 (Oct 16): Executives, legislatures and courts

Week 6 (Oct 23): Parties and the party system

Week 7 (Oct 30): Authoritarianism, populism and the far right

Week 8 (Nov 6): Civil society

Week 9 (Nov 20): Democratic backsliding
Research essay proposal due.

Week 10 (Nov 27): Country presentations

Week 11 (Dec 4): Guest lecture
Detailed class schedule

1. Introduction to the course (Sept 11)
   
   *This week introduces the main themes of the course: democratic and economic transition, and European integration.*

   Developments in Central European Politics, introduction, chapter 1, 2, 3 (Note: chapters 1 and 2 are also assigned for next week).


2. Communism and its collapse (Sept 18)

   *To better understand the postcommunist countries of the EU and their transitions to a market economy and democracy, we start with an examination of communism and its collapse across the region. What were the defining aspects of communist rule in the countries of CEE? What were the key similarities and differences across countries? Why did communism collapse? What legacies did the communist period (as well as the pre-communist interwar period) leave for the countries of CEE?*

Required reading:

Developments in Central European Politics, chapters 2 and 3.


3. The dual or triple transition (Sept 25)

This week, we try to make sense of the democratic transitions in CEE. The readings present different explanatory factors, including historical legacies, institutional design and the role of elites, among others. This week highlights two important aspects of democratic transition. Looking forward, new democracies must create rules and institutions to govern the new regime, creating winners and losers as a result. Secondly, looking backward, new democracies must address past injustices and attempt some form of restitution. The articles on lustration laws examine this aspect.

**Required reading:**
Developments, chapter 12


Also, one reading from each presentation topic below.

**Further reading:**

Grzymala-Busse, Anna and Pauline Jones Luong (2002). 'Reconceptualizing the State: Lessons from Post-Communism'. *Politics and Society, 30*(4), pp 529-554. (This is a difficult yet excellent article).

<table>
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<th><strong>Presentation 1:</strong> How did various CEE countries attempt to address past injustices through lustration? How did these policies vary and what impact did they have?</th>
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<tbody>
<tr>
<td><strong>Readings on lustration:</strong></td>
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Presentation 2: How do legacies help us understand democratic and market transition and regime performance in CEE?

Readings on communist legacies:

4. European Union accession (Oct 2)
Following the market and democratic transitions of the countries of Central Europe, their accession to the European Union marked the final step of their ‘return to Europe’. We examine the eastward enlargement of the EU and the impact of EU membership on the economic, democratic and political development of these states.

In particular, we examine the impact of EU conditionality on the member states of CEE. While democratic governance was one aspect of conditionality, how democratic was the accession experience for the CEE member states? Why and how did the eastward enlargement occur successfully and who supported enlargement? Did EU membership enhance their sovereignty or constrain it? Does the asymmetric contract of accession raise concerns of democratic legitimacy? How have attitudes toward the European Union developed in the Central European member states?

Required readings
Developments, chapter 5.


Presentation 3: How can we theoretically explain the process of (and support for) the eastward enlargement of the EU? How would you assess the role of interests versus ideas? Which member states were the strongest supporters of eastward enlargement and why?

Readings for presentation 4:

**Presentation 4:** What impact has EU accession had on democracy in the countries of CEE? How have attitudes toward the EU developed in Central European member states?

5. Institutional design: executives, legislatures and courts. (Oct 16)

How were new constitutions designed? What choices were involved? How have the choices of the electoral system, the allocation of executive power, design of the courts etc. affected democracy and political stability? How has the initial institutional balance changed? How has the process of constitutional change been politicized and how has it been affected by legacies?

Required reading:
Developments, chapter 7


**Country report assignment:**
How does your country's institutional design concentrate or fragment power? What are the powers of the president? How conflictual has the relationship between prime minister and president been in your country? Has the constitutional arrangement been altered since the transition to democracy?
6. Parties and the party system (Oct 23)

This week investigates the forces that have shaped the development of parties and party systems in CEE, including historical legacies, nation-building, market transition and institutional design. Do we find fundamental stability or instability in parties, party systems and electorates in CEE? How did communist successor parties manage to make themselves electable? How organizationally and ideologically coherent are the parties of the right?

Required reading:
Developments, Chapter 11.


Country report assignment:
Arrive at seminar with the party system of your country mapped out. What parties are present? What is their relative strength? Where are they positioned in left-right space? What has been the fate of post-communist successor parties in your country? How fragmented is the party system?
7. Populism, nationalism and the far right (Oct 30).

What do we mean by the 'populist', 'nationalist' and 'far right' parties? How are these terms used and do we need to use them more carefully? Do they have the same meaning and the same predictors in Eastern Europe and in Western Europe? How does euroscepticism relate to populist and nationalist politics? How are nationalist narratives used in politics?

In the seminar today we will listen to Yascha Mounk interview the political scientist Ivan Krastev in the August 16, 2017 episode of his podcast, The Good Fight. Mounk is a senior fellow at New America and a lecturer at Harvard University. Ivan Krastev is a political science professor who specializes in Central European politics. How can we understand populism in Central and Eastern Europe? What does it have in common with Trump's America and what features arise from the specific context of the 1989 revolution and postcommunism?

**Required reading:**


**Further reading:**

**Country report assignment:** How do parties in your country make nationalist appeals? What discursive strategies do they use?

Extra reading that might help:
8. Civil society (Nov 6)

What is the role of civil society and public attitudes in democratic performance? How is civil society in Central Europe different from that of the West and, if so, what are the drivers of these differences? Is civil society undergoing generational change?

Reading:
Developments, chapter 12


Further reading:

See the forum ‘Civil Society After Communism’, with contributions by Marc Plattner, Larry Diamond, Václav Havel, Václav Klaus, Petr Pithart and Aleksander Smolar, in Journal of Democracy, 7(1), January 1996.

Country report assignment: For this seminar, each country group should be prepared to discuss at least one recent example of protest in their country. What was the target of the protest and how was it mobilized? What was the impact? Does this example tell us something more general about the role of civil society in your country?
9. Democratic backsliding (Nov 20)

More than 25 years after the transition to democracy, how can we assess the performance of democracy? How is democracy to be measured? What has the strongest impacts on democratic performance—the design of institutions or the features of society? We look in particular at the case of Hungary. With its reform communism and pacted transition to democracy, Hungary was once considered to be a postcommunist democratic success story. Today, government policies and constitutional reforms threaten to erode the rule of law, minority rights and limit the freedom of the press. Why has Hungary experienced democratic backsliding? How does the experience in Hungary compare to that in other postcommunist states? How do we define and assess democratic performance and democratic backsliding? What are the causes of backsliding? What can be done?

Required reading:
Developments, chapter 15


Country report assignment:
How does your country rank on various indices of democracy, corruption and good governance? What accounts for your country's ranking? Do the rankings overstate or overlook any problems with democratic performance?
10. Country presentations (Nov 27)

11. Guest lecture (Dec 4)

Nicole Lugosi will present her research on the use of nationalist discourse in Hungarian politics.
Student Support and Academic Honesty

Learning 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 Ombuds Office: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/).


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 [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) 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."

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.

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 Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

FEELING OVERWHELMED? (In need of student, social, financial or security services?)

The Student Distress Centre listens, offers support, supplies information and provides services:
- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: www.campuscrisischat.com/

LEARNING AND WRITING SUPPORT

Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm
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/e1.aspx
**Procedures for Instructors Regarding**

**Plagiarism, Cheating.**

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

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

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

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

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

**Possible Sanctions**

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

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

The following sanctions may be used in rare cases:

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

**30.6.1 Initiation of an Appeal**

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