

UNIVERSITY OF ALBERTA
POL S 470/551
STATE, SOCIETY AND TRANSFORMATION SYLLABUS
FALL 2015

TEACHING STAFF

Course Instructor

Jennifer HSU

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Office Hours: Tuesdays 12:30-13:45, by appointment only – please sign up via [Google docs link](#).

CLASS TIME AND LOCATION

Tuesdays

14:00-16:50,

COURSE OVERVIEW & OBJECTIVE

This course examines state-society relations from a comparative perspective. The course will consider issues of state building, state strength/weakness, clientelism, creating state-society synergies, and state collapse. Students will also explore societal influences on political change, and review a range of approaches to the study of civil society, social movements, as well as gender and class-based approaches to state-society relations. The course will draw on material from developed and developing countries, democratic and non-democratic states to elucidate how state and society transforms each other.

COURSE GOALS

Upon successful completion of this subject students are expected:

- To be familiar with key debates in the field of comparative politics as they relate to state-society relations
- To develop analytical skills and intellectual understanding of state-society relations in a comparative context
- To develop capacity to use political science and wider social science methods to construct future research

POL S 470/551 COURSE PREREQUISITES

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

COURSE TEXTS

The required text for the course can be purchased from the University Bookstore:

Hay, Colin, Michael Lister and David Marsh (eds.) 2006. *The State: Theories and Issues*. New York: Palgrave Macmillan. [ISBN 9781403934260]

In addition to the textbook, weekly readings will be supplemented by required readings available via links provided on the e-Class (Moodle website). Please ensure you check the e-Class website on a weekly basis.

Graduate students will have additional readings for most weeks – if no links are provided, students will have to find it in the library catalogues.

COURSE FORMAT

The course will be conducted in a seminar format, requiring discussions. This course requires a reasonable amount of readings and students are expected to complete all readings before the start of the class to fully benefit from the class discussions.

The syllabus is subject to modification throughout the semester.

NOTE

Please note it is the student's responsibility to be familiar and understand all the requirements of the course as outlined in this document. The most up-to-date version of the course outline will be the one posted on e-Class.

COURSE SCHEDULE

ORIGINS OF THE STATE

Week 1

September 1, 2015

Welcome, Course outline

Introduction to the state and society concepts

Huntington, Samuel. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press, pp. 1-92.

Week 2

September 8, 2015

Approaching the State

Tilly, Charles. 1990. *Coercion, Capital, and European States, AD 990-1992*. Cambridge: Blackwell, pp. 1-37.

Hay, Colin, Michael Lister and David Marsh (eds.) 2006. *The State: Theories and Issues*. Introduction, pp1-20.

Recommended/Grad Students:

Krasner, S. 1984. "Approaches to the State: Alternative Conceptions and Historical Dynamics." *Comparative Politics* 16(2): 223-246.

Week 3

September 15, 2015

Theories of the State

Hay, Colin, Michael Lister and David Marsh (eds.) 2006. *The State: Theories and Issues*. Chapters 1, 2, 3, 5, pp. 21-97.

Recommended/Graduate Students:

Mitchell, Timothy. 1991. "The Limits of the State: Beyond Statist Approaches and their Critics." *American Political Science Review* 85(1): 77-96.

Week 4

September 22, 2015

State Capacity

Weiss, Linda. 1998. *The Myth of the Powerless State: Governing the Economy in a Global Era*. Cambridge: Polity Press. Chapters 1 and 2, pp.1-40.

Herbst, Jeffrey. 2000. *States and Power in Africa*. Princeton: Princeton University Press. Introduction and Chapter 1, pp. 3-31.

Recommended/Graduate Students:

Vom Hau, Matthias. 2012. "State Capacity and Inclusive Development: New Challenges and Directions." ESID Working Paper No. 2. Available at: http://www.effective-states.org/_assets/documents/esid_wp_02_mvomhau.pdf

STATE-SOCIETY RELATIONS

Week 5

September 29, 2015

Bringing the State Back-in

Skocopol, Theda. 1985. "Bringing the State Back In: Strategies of Analysis in Current Research." *Bringing the State Back In*. Chapter 1, pp. 3-37.

Mitchell, Timothy. 1991. "The Limits of the State: Beyond Statist Approaches and their Critics." *American Political Science Review* 85(1): 77-96.

Migdal, Joel. 2001. "A Model of State-Society Relations." In J. Migdal, *State in Society: Studying How States and Societies Transform and Constitute One Another*. Cambridge: CUP, pp. 41-57.

Recommended/Graduate Students:

Cammack, Paul. 1989. "Review Article: Bringing the State Back In?" *British Journal of Political Science* 19(2): 261-290.

Almond, Gabriel A. 1988. "The Return of the State." *American Political Science Review* 82(3): 853-874.

Week 6

October 6, 2015

The State and Economic Development: The Developmental State

Amsden, Alice. 1985. "The State and Taiwan's Economic Development." *Bringing the State Back In*. Chapter 3, pp. 78-106.

Stubbs, Richard. 2009. "What ever happened to the East Asian Developmental State? The unfolding debate." *The Pacific Review* 22(1): 1-22.

Mkandawire, Thandika. 2001. "Thinking about Developmental States in Africa." *Cambridge Journal of Economics* 25(3): 289-314.

Recommended/Graduate Students:

Krugman, Paul. 1994. "The Myth of Asia's Miracle." *Foreign Affairs* vol.73 iss. 6 March/April 1994 63-78.

Week 7

October 13, 2015

The Corporatist State

- Schmitter, Philippe. 1974. "Still the Century of Corporatism?" *The Review of Politics* 36(1): 85-131.
- Royo, Sebastian. 2002. "'A New Century of Corporatism?' Corporatism in Spain and Portugal." *West European Politics* 25(3): 77-104.
- Foster, Kenneth. 2001. "Associations in the Embrace of the State: State Domination of Society?" *Studies in Comparative International Development* 35(4): 84-109.

Recommended/Graduate Students:

- Vala, Carsten. 2012. "The state-religion relationship in contemporary China: Corporatism with hegemony." In *The Chinese Corporatist State: Adaptation, Survival and Resistance*, J. Hsu and R. Hasmath (eds). New York: Routledge, pp. 77-104.

Week 8

October 20, 2015

Disaggregating the State

- Massey, Doreen. 1992. "Politics Space/Time." *New Left Review* 196, November/ December: 65-84.
- Hsu, Jennifer. "Introduction" and "Conceptualising State and Society." *Layers and Spaces of the State: Migrant Organisations and the Chinese State*. [Unpublished]
- Read, Benjamin. 2000. "Revitalizing the State's Urban 'Nerve Tips.'" *The China Quarterly* 163: 806-820.

Recommended/Graduate Students:

- Agnew, John. 1994. "The Territorial Trap: The Geographical Assumptions of International Relations Theory." *Review of International Political Economy* 1(1): 53-80.

Week 9

October 27, 2015

Transition and Democratization

- Przeworski, Adam, Michael Alvarez, Jose Antonio Cheibub, Limongi Neto and Fernando Papaterra. 1996. "What Makes Democracies Endure?" *Journal of Democracy* 7(1): 39-55.
- Diamond, Larry. 2002. "Elections Without Democracy: Thinking About Hybrid Regimes" *Journal of Democracy* 13(2): 21-35.
- Geddes, Barbara. 1999. "What do we know about democratization after twenty years?" *Annual Review of Political Science* 2: 115-144.

Recommended/Graduate Students:

- Lipset, S. 1959. "Some Social Requisites of Democracy: Economic Development and Legitimacy." *American Political Science Review* 53(1): 69-105.
- Slater, Dan and Joseph Wong. 2013. "The Strength to Concede: Ruling Parties and Democratization in Developmental Asia." *Perspectives on Politics* 11(3): 717-733.

Week 10

November 3, 2015

Civil Society

- Lewis, David. 2001. "Civil Society in Non-Western Contexts: Reflections of the 'usefulness' of the concept." LSE Civil Society Working Paper Series 13. Available at: <http://eprints.lse.ac.uk/29052/>
- Howell, Jude. 2007. "Civil Society in China: Chipping Away at the Edges." *Development* 50(3): 17-23.

Franco, Jennifer. 2004. "The Philippines: Fractious Civil Society and Competing Visions of Democracy." In *Civil Society and Political Change in Asia*, (ed) M. Alagappa. Stanford: Stanford University Press. Chapter 3, pp. 97-137.

Haddad, Mary Alice. 2006. "Around the World: Civic Responsibility and Patterns of Voluntary Participation." *Comparative Political Studies* 39(10): 1220-1242.

Recommended/Graduate Students:

Lewis, David. 2013. "Civil Society and the Authoritarian State: Cooperation, Contestation and Discourse." *Journal of Civil Society* 9(3): 325-340.

Week 11

November 9-13, 2015

Reading Week Break – No Class

Week 12

November 17, 2015

Women and the State

Hay, Colin, Michael Lister and David Marsh (eds.) 2006. *The State: Theories and Issues*. Chapters 6, pp. 118-134.

Goetz, Ann Marie. 2003. "National women's machinery: state-based institutions to advocate for gender equality." In *Mainstreaming Gender, Democratizing the State? : Institutional Mechanisms for the Advancement of Women*, S. Rai (ed). Manchester: Manchester University Press, Chapter 3, pp. 69-95.

Liu-Currier, Carrie. 2009. "Gendered Effects of Market Reform." In *China in an Era of Transition: Understanding State and Society Actors*, (eds.) R. Hasmath and J. Hsu. New York: Palgrave. Chapter 2, pp. 25-43.

O'Connell, Helen. 2011, "What are the Opportunities to Promote Gender Equity and Equality in Conflict-affected and Fragile States? Insights from a Review of Evidence." *Gender and Development* 19(3): 455-466

Week 13

November 24, 2015

Globalization, Transformation and State Capacity

Hay, Colin, Michael Lister and David Marsh (eds.) 2006. *The State: Theories and Issues*. Introduction, Chapters 9, 10, pp. 172-208.

Brenner, Neil, 1999. "Beyond state-centrism? Space, territoriality, and geographical scale in globalization studies." *Theory and Society* 28: 39-78.

Evans, Peter B. 2005. "Counter-Hegemonic Globalization: Transnational Social Movements in the Contemporary Global Political Economy." In T. Janoski, A. Hicks and M. Schwartz (eds.) *Handbook of Political Sociology*. Cambridge: CUP, pp. 655-670.

Recommended/Graduate Students:

Castells, Manuel. 2008. "The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance." *The ANNALS of the American Academy of Political and Social Science* 616(1): 78-93.

Week 14

December 1, 2015

Wrap-up; Return essays

ASSESSMENTS

Students are assessed via the following methods:

Research essay	40%
Weekly journal entries	20%
Attendance and participation	15%
Student-led seminar presentation	10%
Research essay proposal	10%
Oral presentation of essay	5%

Research Essay Notes

You are required to write a research essay that answers a single research question drawing upon subject matter that directly ties a country of your choice and one session topic covered in the course. You will be required to examine state-society relations in the country. For example, you can potentially examine the corporatist state (Week 7) in China and its interaction with social stakeholders, e.g. religious groups.

To effectively write the research essay, students are required to conduct research and utilize at least twelve source. At least ten of the sources must come from academic journals and/or books (if you are unsure, please ask). Thus a total of twelve bibliographic references are needed, failure to have at least fourteen sources will lead to a deduction of 0.4 mark per missing reference.

NB: While the number of bibliographic references remain the same for graduate students, it is expected graduate students will take the initiative to conduct a more extensive research for the essay.

All research essays must be submitted by the close of business day to the Department of Political Science's main office (HM Tory 10-16) on Friday November 20, 2015, 4pm otherwise the late penalty will come into effect (see "Extensions and Late Assignment Submission Policy").

Formatting and Length

Papers should be approximately 3500-4000 words in length, not including bibliography (double spaced, Times New Roman 12 font, 1" margins). There is no preference for referencing style, however consistency is necessary. Please include a word count at the end of your paper.

Papers that exceed the word limit will be graded up to the word limit.

Please submit two copies of your essay, if you wish a copy returned to you with comments.

NB: Graduate students in the course will be required to submit a longer essay: 4500-5000 words.

Assessment

The assessor will expect you to write clearly, to analyze issues carefully and to develop a cogent argument utilizing course and outside materials. You will be expected to formulate a research question based on the session topic and country selected. They will expect you to be familiar with the relevant literature and to display critical thinking. Given the relatively open nature of the term paper assignment there are no fixed answers. However, the assessor will expect you to do more than simply summarize the literature on the topic. The assessor will want to see evidence that you have thought hard about the issues and are able to develop informed arguments which enable you to answer the question chosen in a

clear and rigorous manner. Research essays that demonstrate a highly sophisticated understanding of the issues and display an exceptional degree of insight have a tendency to score the highest grades.

The grading criteria will be based on the following:

- | | |
|--|----------|
| (1) Clarity and understanding of relevant literature | 10 marks |
| (2) Strength of discussion and analysis | 25 marks |
| (3) Use of pertinent examples | 10 marks |
| (4) Use of class and outside materials | 5 marks |

Research Essay Proposal & Bibliography

The research essay proposal should be between 600-700 words (not including bibliography). The proposal should provide a solid starting point for your research essay. Your proposal must clearly outline what you plan to do (research question and tentative hypothesis), how you plan to do it (structure and methodology) and, also demonstrate your ability to carry it off successfully.

The proposal must also include a tentative bibliography (12 in total, 10 academic). The bibliography does not count towards the word count. The proposal should be double spaced, Times New Roman 12 font with 1" margins. Please include a word count.

All research essay proposals must be submitted by Monday September 28, 2015, 4pm to 10-16 HM Tory otherwise the late penalty will come into effect (see "Extensions and Late Assignment Submission Policy").

NB: Graduate students: 700-800 words.

Journal Entries

The reading and appreciation of the literature is incomplete without the writing about one's understanding. Thus, you will be required to keep a journal entry each week of your reflections on the readings. Journal entries are not a summary of the readings, but rather a reflection and critique of the readings; you should also contemplate linkages between previous week's readings, if any.

You are required to submit five journal entries over the duration of the course. The first submission date will be Week 2 September 8, 2015 with the final entry due November 24, 2015. Entries must be submitted at the beginning of class. Please note, late submission of entries will not be accepted and you will receive a mark of 0. Students are encouraged to start submission early on during the course.

Formatting and Length

Entries should be approximately 400 to 500 words in length (double spaced, Times New Roman 12 font, 1" margins; min and max applies to both undergraduates and graduates). There is no preference for referencing style, however consistency is necessary. Please include a word count at the end of your paper.

Assessment

For each journal entry you will be given a mark out of five based on the following rubric:

Mark	Descriptor
5	Superior grasp of the readings. Provides clear, insightful and well-developed arguments and thoughts. Demonstrates some degree of originality, creative thinking and reflection

	(e.g. relating current affairs, anecdotes to the themes raised in the readings). Well-written.
4	Very good grasp of the week's readings. Demonstrates critical thinking. Evidence of reflection but not fully developed, includes some original or creative thinking.
3	Good grasp of the week's readings but largely a summary rather than engaging in analysis and reflection. Competent knowledge of the themes raised in the readings.
2	Demonstrates lack of understanding or awareness of the themes raised in the week's readings. Not much thought or details, minimal attempt to engage with the reading and shows little evidence of reflection.
1	Demonstrates no more than minimal knowledge of the week's readings. No attempt at reflection or engaging with the themes of the reading.
0	No submission

Attendance and Participation

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

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

Student-led Seminars

Students will be assigned the responsibility to lead the discussion on one week's readings, reflect critically on the readings, evaluate the approaches adopted, and be prepared with questions. Undergraduates will be paired and graduate students will facilitate their chosen seminar topic, individually. Questions should be emailed to the instructor the Friday 4pm before your presentation for distribution.

Seminar facilitator/s should ensure their questions are coherent and concise. It is highly advisable to proofread the questions before emailing the instructor. Students will also be assessed on the quality of the questions and must address ALL the readings assigned for the week, including the

recommended/grad reading. Eight to twelve carefully constructed questions will often be sufficient for the seminar facilitation.

In the facilitation, which will be approximately 60 to 80 minutes, facilitator/s should select a few issues/problems/questions to contextualize their comments. It may be tempting to try and cover all the points raised in the readings, but this will be too broad and general. The purpose of the presentation is to introduce discussion and provide an agenda that will facilitate a coherent and focused discussion. Some summary of the material may be necessary to refresh people's memory and kick start the discussion but the presentation should not be a long summary of the readings. It is advisable to provide some introduction and conclusion to contextualise the discussions, rather than just jumping straight into the questions. Facilitator/s should assume that everyone in the class have completed all the readings.

Some possible points to consider:

- The author/s' stated or implied purpose in writing the article/chapter/ book
- The author/s' major contribution to the debate
- Research design, methodology and methods, type of evidence
- The main conclusions or arguments
- Theoretical and other influence

Seminars that tend to do well involve active student participation and engagement (both presenters – undergraduates only, have equal share in leading the seminar); focused and analytical and avoidance of tedious summaries of the readings. Seminar presentation and the leading of the discussion will be no longer than half of the allotted time for the class and it may take place at either in the first half or latter half of the class – this will be determined on the day by the instructor.

The role of the facilitator/s is to foster intellectual discussion and generate continuity in the dialogue. In order to ensure smooth flowing of the seminar, it is necessary to have a "strong" and knowledgeable facilitator/s. That is, the facilitator/s has to have the capacity to tell a class member to hold off on a point if it seems unrelated to the discussion, to tell class member/s to keep their comments short if the class member is rambling etc. Relatedly, the facilitator/s can also call upon class members to respond to questions, given that all members must come prepared for the seminar. The difficulty, of course, is that such the facilitator/s may become heavy-handed, and therefore it is important that class members take responsibility of letting the facilitator/s know when too much monitoring is occurring.

Facilitator/s may wish to use a variety of materials/resources for the presentation and/or discussion e.g. Powerpoint, short media clips etc. but they must explain the relevance of the materials used.

Sign-up sheet will be available after the second week of class.

Oral Presentation of Essays

In this assignment, students will be required to give a short 10 minute presentation of their essay. Presentations will take place throughout the semester, prior to submission (November 20, 2015). This is a good opportunity for students to present their essay and solicit the feedback of class members and utilize the comments to assist the writing process. In the presentation, students should provide information on: topic, research question, hypothesis, preliminary analysis, and other relevant materials. Non-presenting class members will be required to listen attentively and offer feedback and suggestions to the presenter. *This is a collective exercise and will require the participation of all non-presenting class members.*

Students will be assessed on their presentation style, coherence of argument and question, analysis provided, engagement with class, time management.

Should students miss their presentation, students will be assigned a mark of zero, unless documentation is provided verifying the student's inability to participate on the day of the presentation. Sign up sheet will be available from week 3.

COURSE POLICIES

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

Classroom Etiquette

Punctuality

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

Laptops, iPhones, iPads, tablets, mobile phones and all related technology

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

Participation

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

Preparation for Seminars

Good seminars depend largely on the preparedness of students. The following may help:

- a) Carefully complete the readings. This does not mean every word must be read carefully, but give time to read over the materials, not just skim them.
- b) Consider the questions posted, prior to the seminar. Yes, come with some answers and reflections on the questions, but also contemplate why certain things were highlighted, and engage in a dialogue with the facilitator.
- c) Try to discuss some the readings and questions with one other student prior to the seminar.

Attendance

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.

Students who are unable to attend class are responsible for obtaining notes on materials covered, and information on any administrative announcements. The instructor is not in a position to provide detailed notes for any class sessions missed, or waive the non-compliance of relevant administrative matters due to a student’s absence.

Communications

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

For all electronic communications to the instructor and, students are advised to always use their university email address. This has been implemented to ensure a quick response to your email by reducing the possibility of emails re-routed as spam. Please be judicious in email communication – use it only for questions that are brief and specific. The standard set for responding to student emails is within 48 hours during the business week.

Extensions and Late Assignment Submission Policy for Essay Proposal, Research Essay and Response Paper

All essay proposals and journal entries must be submitted by the beginning of the class (unless otherwise stated) of the relevant due date. Late submissions of essay proposals and essays will be penalized at 10 per cent a day, including weekends. For example, any submissions received after a Thursday 9am deadline will incur the 10 per cent penalty, and so forth. Only late submissions should be handed to the Department (10-16 H.M Tory Building). The date of your late submission must be verified. It is also advisable to email the instructor when handing in your assignment to the Department to ensure it is received and subsequently, examined. Electronic or fax submissions are not accepted.

Please note an on time submission is the submission of the actual hardcopy of the assessment. For example, the deadline for the essay proposal is a Friday but you completed the assessment on the Saturday and wish to submit via email, however, please note: 1) Email submissions are not accepted and, 2) An on time submission = hardcopy submission, which means you will only be able to submit the paper on Monday once the Department’s main office opens. The penalty applied will be 30 per cent.

Petitions for a delayed submission are only considered by the instructor for medical reasons or documented assertions of *casus fortuitous*. The instructor is not in a position to consider extensions for any other circumstances. Due dates are given at the beginning of the semester, thus it is your responsibility to ensure that you plan in advance to complete the assessments, particularly around the time of mid-terms. For all petitions, proper documentation should be submitted (see the ‘Official Documentation’ section for further details).

Before an extension is granted, you must show that you have satisfactorily started the assessment. As the due dates for all assessments are given at the beginning of the course, you should have already made good progress prior to the deadline. Thus, an extension can only be granted if, 1) satisfactory progress is made and 2) official documentation is supplied.

Missed Seminar Facilitation Policy

All students must be present and participate in the seminar presentation. Students who miss the presentation will automatically be assigned a mark of zero unless a written petition for special consideration is submitted with appropriate documentation to the instructor 5 business days before the seminar (see the 'Official Documentation' section for further details). Students are advised to contact the instructor as early as possible prior to this deadline. Students who miss their presentation date will not be reassigned a new date. Instead, the student will be required to write a discussion paper for their particular week to make-up the assessment. The discussion paper should be between 1800-2000 words. However, the second student in the pair will be expected to conduct the seminar regardless.

Official Documentation

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

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

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

Grading and Appeals

Students wishing to appeal their marks are advised to wait at least 48 hours after receiving their assessment. During this time students should carefully read through their assessment, comments provided and assessment criteria. Should you still wish to continue the appeals process, please follow the instructions below:

All assessment appeals must be accompanied by one 500 word petition (double space, Times New Roman 12, 1 inch margins) discussing the discord between the mark assigned, the marker's comments and the requirements as listed in the grading scheme (and elaborated further in class). Without exceptions, students should attach and submit the one page appeal AND assessed evaluation to the Department of Political Science, 10-16 H.M. Tory Building (for relevant dates see 'Important Dates' section). Please email the instructor when handing in your appeal to the Department to ensure it is received and subsequently, examined. Electronic and fax appeals cannot be accepted.

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

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 UofA's Truth in Education project: <http://www.uofaweb.ualberta.ca/TIE/>

Access to Past or Representative Evaluative Course Material

Evaluation for written assignments and the group presentation are listed in the above relevant sections.

Recording of Class

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

Specialized Support and 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.

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.campuscrisischat.com/>

GRADING SCALE

Descriptor	Percentage	Letter Grade	Grade Point
Excellent	95-100%	A+	4.0
	90-94.99%	A	4.0
	85-89.99%	A-	3.7
Good	80-84.99%	B+	3.3
	75-79.99%	B	3.0
	70-74.99%	B-	2.7
Satisfactory	65-69.99%	C+	2.3
	60-64.99%	C	2.0
	55-59.99%	C-	1.7
Poor	55-59.99%	D+	1.3
Minimal Pass	50-54.99%	D	1.0
Failure	49.99% or less	F	0

IMPORTANT DATES

	<i>Due date</i>	<i>Marked Assessment Return</i>	<i>Appeals Deadline by 4:00pm</i>
Journal Entries	Various	Within 1 week	Within 1 week of receiving the returned paper (e.g. if paper is returned on September 22, the deadline for appeals is September 29)
Essay proposal & bibliography	September 28, 2015	October 13, 2015	October 19, 2015
Research essay	November 20, 2015	December 1, 2015	December 8, 2015
Student-led seminar	Various	Within 2 weeks	Within 1 week of return
Essay presentations	Various	Within 2 weeks	Within 1 week of return

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>

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

<p><i>Procedures for Instructors Regarding Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence</i></p> <p>The following procedures are drawn from the <i>Code of Student Behaviour</i> 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).</p> <p>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</p> <p>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.</p> <p>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.</p>	<p>Possible Sanctions</p> <p>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:</p> <ul style="list-style-type: none"> 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 <p>The following sanctions may be used in rare cases:</p> <ul style="list-style-type: none"> 30.4.3(3) e Suspension of a Degree already awarded 30.4.3(3) f Rescission of a Degree already awarded <p>30.6.1 Initiation of an Appeal</p> <p>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.</p>
<p style="text-align: center;">PROFESSOR STEVEN PENNEY CHAIR, CAMPUS LAW REVIEW COMMITTEE</p>	<p style="text-align: center;">DR STEVEN DEW PROVOST AND VICE-PRESIDENT (ACADEMIC)</p>

* 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