

**THE CANADIAN STATE AND IDENTITY POLITICS**

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Seminars: Monday: 9:00-11:50 Tory 11-13  
Office Hours: Monday: 2:00-4:00 (or by appointment)

**Course Description and Objectives**

This seminar course focuses on the Canadian state and identity politics. Special attention will be paid to analyzing the relative power, impact and types of inter-connections of both economic (class) cleavages and non- economic cleavages (including those relating to gender, race/ethnicity, nation, indigeneity, religion and disability). The nature of state responses to societal collectivities; debates surrounding state policies (such as immigration and multiculturalism); and the broad issue of representation (whether in historical narratives or contemporary institutions) are topics that buttress this exploration. Additionally, consideration is given to Canada's place in the world and the expression of identity, rights and responsibilities globally. Accordingly, this course has the following objectives:

- 1) To survey various approaches to the study of identity and politics in Canadian political science and highlight the complex character of "identity";
- 2) To critically examine systematic empirical and theoretical treatments of some key divisions including those relating to race/ethnicity, class and gender;
- 3) To understand the factors motivating, and identify points of historical, thematic, and ideological similarity and divergence in, contemporary Canadian political controversies surrounding recognizing and valuing particular identity expressions;
- 4) To refine students' analytical, research, writing and communication capabilities; and
- 5) To provide students with a basis for further examination of the broad and evolving character of identity, power, and the interaction among state, societal and global forces.

**Course Prerequisite and University Calendar**

The prerequisite for enrolling in this class is Political Science 220 (Canadian National Government and Politics), or the consent of the Department. If you do not have either the prerequisite or the consent of the Department, please come and see me right away.

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### Course Format and Grading

Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar. This course is an advanced undergraduate/graduate seminar, and therefore students attendance and active participation in class is expected. While there will be some lectures, the bulk of the weekly class will be devoted to extended discussion of the readings with opportunity to also explore research issues and progress.

In order to foster a dynamic and informed classroom dialogue, all students are expected to have read the weekly assigned readings prior to each class session.

Each week, select students will be asked to present on the assigned readings, and raise one or two analytical questions arising from the readings to help lead class discussion.

The presentation of the analytical questions should be preceded by:

- 1) a brief discussion of the author's main argument(s);
- 2) the evidence used to support the main argument(s); and
- 3) a discussion of how well the evidence supports the argument (e.g., are there any examples of bias or faulty reasoning found in the reading, or if it is convincing, why is it convincing).

Where appropriate, presenters are encouraged to situate the discussion of a specific author in relation to other readings and authors covered to date. Presenters are also welcome to highlight other readings/authors not covered in the course if it is necessary to substantiate a point—in this case a full citation should be provided to class members.

Each student presentation should be no longer than 15 minutes. Students presenting are also required to hand out a brief written summary (no more than one page in length) of their presentation and question(s) to the instructor and all members of the class.

All students should be able to identify the arguments and general findings in each designated weekly set of readings, as well as provide constructive comments and criticism of the readings, lectures and presentations of other students.

You are welcome to use laptops or tablets for taking notes. However, as part of creating a positive class environment, I ask that computers (or other electronic

devices) only be set and used for word processing functions in class. Cell phones should be silenced. The use of social media (Twitter, Facebook, email etc.), computer games, online shopping etc. can be very distracting for those sitting beside you, and the sound of incoming calls or texts is disruptive for everyone.

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Please also note that any audio or video recording of this class by students is not permitted without the prior signed consent of the instructor, or as part of an approved accommodation plan. As noted in Section 23.4(2) of the University Calendar, "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. 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).

Grades will initially be given in per cent form, and translated later into the letter system adopted by the University of Alberta. This will roughly translate as follows:

80% and above (excellent work in the "A" range)

69-79% (good work in the "B" range)

58-68% (satisfactory work in the "C" range)

50-57% (passing work in the "D" range)

49% and below (failing work , or "F")\*

\*Please note, for graduate students a grade below a C+ constitutes failing work.

The course grade will be based on the following:

- Leading Discussion and Summary (sign up for twice in term ): 20%
- Attendance and Quality of Comments in Class: 20%
- Midterm Assignment: 20% (two copies due March 6, 2017)
- Research Essay: 40%(two copies due April 3, 2017)  
As part of the term paper requirement, all students must also turn in two copies of a proposal due in class on January 29, 2017.

**Midterm Assignment:** The midterm assignment will be handed out in class and will require a response of no more than 8 pages (2000 words) typed, due in class on March 6, 2017. This take-home assignment will allow for an opportunity to creatively integrate assigned readings in relation to a critical book review of *Settler Identity and Colonialism in 21<sup>st</sup> Century Canada* by Emma Battell Lowman and Adam L. Barker.

**Research Essay:** Each student will complete a major research paper. The topic of the research paper will be selected in consultation with the instructor. For students enrolled in Political Science 442, the recommended length of the paper is 15 double-spaced typed pages (excluding notes and bibliography). The recommended length of the paper for students enrolled in Political Science 542 is 25 double-spaced typed pages (excluding notes and bibliography). As this is a research paper, attention will be paid to the currency of the sources and evidence used, and it is therefore required that students use at least two sources (e.g. , newspapers, academic journals or other periodicals or books) from 2016-2017.

Students must submit two typed (double spaced) hard copies of a written proposal specifying the nature of the paper's topic, a general outline and preliminary references by January 30, 2017. Upon scheduling an appointment to meet briefly with the instructor, one copy of the proposal will be returned with comments. As well, two hard copies of the final research paper are also required (due April 3, 2017). One copy will be returned with comments. Please do not submit email attachments.

**Course Deadlines:** In order to ensure fairness and equity to the whole class, each student is expected to meet the course expectations and deadlines as spelled out. Late assignments will be deducted by 5% per day (excluding weekends). Extensions will be given only under exceptional circumstances.

**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 [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. 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 University of Alberta's Truth in Education project, see: <http://www.osja.ualberta.ca/en.aspx>

**Office Consultations:** Please note that any student may consult with the instructor during office hours on Monday from 2:00 to 4:00 PM. In addition, we

can arrange to set up an appointment outside of office hours for office consultation, or can consult by telephone or email. If you leave a phone message for me, please indicate the purpose of your call and time when you are best reached. If we fail to make contact within two days, please try and contact me again.

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### **Reading Assignments and Topical Outline**

There are readings that can be accessed on electronic reserve, or in a couple of cases hard copy at the reserve desk (Rutherford North). These both operate through the University of Alberta library system and the links to these readings are posted on Moodle. Additionally, there are two required books for the course available in the University of Alberta bookstore.

1) Miriam Smith (ed.) *Group Politics and Social Movements in Canada* (Second Edition) University of Toronto Press, Higher Education, 2014 ) Price: \$47.95. [Hereafter called Smith ed.]

2) Emma Battell Lowman and Adam J. Barker, *Settler Identity and Colonialism in 21<sup>st</sup> Century Canada* (Halifax, Fernwood Press, 2015). Price: \$20.20

3) Reserve (Electronic or Desk): <https://library.ualberta.ca/reserves> and see also the Moodle site for this class [Hereafter Called RESERVE]

**Week 1 (January 9, 2017): Administrative Session and Course Overview**

**Week 2 (January 16, 2017): Identity, Power and Narratives: Contemporary Approaches and Debates in Canada**

Miriam Smith "Introduction: Theories of Group Movement Organizing" in Smith ed. Pp. xi-xxxi.

Nisha Nath, "Defining Narratives of Identity in Canadian Political Science: Accounting for the Absence of Race," *Canadian Journal of Political Science* 44, 1 (March 2011): 161-193. *RESERVE*.

David Austin, "Narratives of Power: Historical Mythologies in Contemporary Quebec and Canada." *Race and Class* 52, 1 (2010): 19-32. *RESERVE*

P.E. Bryden and Matt James, "Introduction," *Labour/Le Travail* 73 (Spring 2014): 195-196. *RESERVE*

Alvin Finkel, "Harper's Vision of the Future Requires Reshaping of the Past," *Labour/Le Travail* 73 (Spring 2014): 197-199. *RESERVE*

Kiera L. Ladner and Michael McCrossan, "Whose Shared History?," *Labour/Le Travail* 73 (Spring 2014): 200-202. *RESERVE*

Veronica Strong-Boag, "Limiting Identities: The Conservative Attack on History and Claims for Equality," *Labour/Le Travail* 73 (Spring 2014):206-209. *RESERVE*

Alain Noël, "History Under Harper: Leaving Québec, and Much Else, Outside

Canada," *Labour/Le Travail* 73 (Spring 2014): 210-212. *RESERVE*

Yasmeen Abu-Laban, "The Politics of History Under Harper," *Labour/Le Travail* 73 (Spring 2014): 215-217. *RESERVE*

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**Week 3 (January 23, 2017): (Re)Thinking Confederation at the Sesquicentennial Mark**

Peter J. Smith. "The Ideological Origins of Canadian Confederation." *Canadian Journal of Political Science* XX:1 (March 1987): 1-29. *RESERVE*

Janet Ajzenstat and Peter J. Smith, "Liberal-Republicanism: The Revisionist Picture of Canada's Founding." In Janet Ajzenstat and Peter J. Smith(eds.) *Canada's Origins: Liberal, Tory or Republican?* Ottawa: Carleton University Press, 1995: 1-18. *RESERVE*

James W. J. Bowden, "1791: the Birth of Canada." *The Dorcehster Review* (Spring/Summer 2015): 28-31. *RESERVE*

Connie Wyatt Anderson, "Canada's Sesquicentennial: Revisiting Confederation." *Canadian Issues* (Fall 2014): 38-41. *RESERVE*

Guy Laforest, "The Historical and Legal Origins of Assymetrical Federalism in Canada's Founding Debates: A Brief Interpretive Note." *Asymmetry Series* 2005 1 (8), IIGR, School of Policy Studies, Queen's University: 1-5. *RESERVE*

Denis Pilon, "Confederation and Democracy." *Canada Watch* (Robarts Centre for Canadian Studies of York University) (Spring 2016): 18-20. *RESERVE*

Kathryn McPherson, "Gender and the Confederation Debates." *Canada Watch* (Robarts Centre for Canadian Studies of York University) (Spring 2016): 30-32. *RESERVE*

Gabrielle Slowey, "Confederation Comes at a Cost: Indigenous Peoples and the

Ongoing Reality of Colonialism in Canada.” *Canada Watch* (Robarts Centre for Canadian Studies of York University) (Spring 2016): 33-36. *RESERVE*

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#### **Week 4 (January 30, 2017): First Nations and Indigeneity**

##### **\*\*\*Term Paper Proposal Due In Class\*\*\***

Kiera Ladner, *Aysaka'paykinit: Contesting the Rope Around the Nations' Neck* in Smith ed., pp.227-253.

Glen Coulthard, “Place Against Empire: The Dene Nation, Land Claims, and the Politics of Recognition in the North, in Avigail Eisenberg, Jeremy Webber, Glen Coulthard and Andrée Boisselle (eds.), *Recognition versus Self-Determination: Dilemmas of Emancipatory Politics*. Vancouver: UBC Press, 2014: 147-173.  
*RESERVE*

David B. MacDonald, “Canada’s History Wars: Indigenous Genocide and Public Memory in the United States, Australia and Canada.” *Journal of Genocide Research* 17, 4 (2015): 411-431. *RESERVE*

Sandy Lamalle, “Founding a New Path in Canada: The Conclusions of the Commission on Truth and Reconciliation.” *Indigenous Law Bulletin* 8, 20 (2015): 3-7. *RESERVE*

#### **Week 5 (February 6, 2017): Quebec, Nationalism and Linguistic Minorities**

Pascale Dufour and Christophe Traisnel, “Nationalism and Protest: The Sovereignty Movement in Quebec” in Smith ed., pp. 255-280.



Guy Bédard, "Québécois: An Ambiguous Identity," in Carl E. James and Adrienne Shadd (eds.) *Talking About Identity: Encounters in Culture, Language and Identity* (Toronto: Between the Lines, 2001): 23-28. RESERVE

Daiva Stasiulis, "Worrier Nation: Quebec's Value Codes for Immigrants," *Politikon: South African Journal of Political Studies* 40, 1 (2013): 183-209. RESERVE.

Zoran Oklopčič, "A Farewell to Rhetorical Arms? Unravelling the Self-Determination of Peoples," in Avigail Eisenberg, Jeremy Webber, Glen Coulthard and Andrée Boisselle (eds.), *Recognition versus Self-Determination: Dilemmas of Emancipatory Politics*. Vancouver: UBC Press, 2014: 101-124. RESERVE

<p><b>Week 6 (February 13, 2017) Multiculturalism, Interculturalism, Immigration and (non)Citizenship</b></p>
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Audrey Kobayashi, "Ethnocultural Political Mobilization, Multiculturalism and Human Rights in Canada," in Smith ed., pp. 123-150.

Yasmeen Abu-Laban, "Reform by Stealth: The Harper Conservatives and Canadian Multiculturalism" in Jack Jedwab (ed.), *The Multiculturalism Question: Debating Identity in 21<sup>st</sup> Century Canada*. Montreal and Kingston: Queen's School of Policy Studies and McGill-Queen's University Press, 2014: 149-172. RESERVE

Cory Blad and Philippe Couton, "The Rise of an Intercultural Nation: Immigration, Diversity and Nationhood in Quebec," *Journal of Ethnic and Migration Studies* 35, 4 (2009): 645-667. RESERVE

Luin Goldring, "Resituating Temporariness as the Precarity and Conditionality of non-Citizenship," in Leah F. Vosko, Valerie Preston, and Robert Latham (eds.), *Liberating Temporariness? Migration, Work, and Citizenship in an Age of Insecurity* Montreal and Kingston: McGill-Queen's University Press, 2014: 218-254. RESERVE

<p><b>Week 7 (February 20, 2017): NO CLASS DUE TO READING WEEK</b></p>
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**Week 8 (February 27, 2017): Thinking about Settler-Colonialism**

Emma Battell Lowman and Adam J. Barker, *Settler Identity and Colonialism in 21<sup>st</sup> Century Canada* (all the book).

**Week 9 (March 6, 2017) The Traditional Perspectives: Economic Based Groups and Identities**

**\*\*\*Midterm Assignment Due in Class\*\*\***

Peter Clancy, "Business Interests and Civil Society in Canada" in Smith ed., pp. 5-31.

Charlotte Yates and Amanda Coles, "Party On or Party's Over? Organized Labour and Canadian Politics" in Smith ed., pp. 35-52.

Grace Skogstadt "Farm Groups in Canadian Politics" in Smith ed., pp.53-73.

Jonathan Greene "Mobilizing On the Defensive: Anti-Poverty Advocacy and Activism in Times of Austerity in Smith ed., pp.75-96.

**Week 10 (March 13, 2017) Class as Old Religion as a "New" Identity: Re-thinking Diversity in an Age of Security**

Trevor W. Harrison, "Populist and Conservative Christian Evangelical Movements: A Comparison of Canada and the United States," in Smith ed., pp. 201-224.

Meena Sharify-Funk, "Muslims and the Politics of 'Reasonable Accommodation': Analyzing the Bouchard-Taylor Report and its Impact on the Canadian Province of Québec," *Journal of Muslim Minority Affairs* 30, 4 (December 2010): 535-553. *RESERVE* \_

Yasmeen Abu-Laban and Claude Couture, "Multiple Minorities and Deceptive Dichotomies: The Theoretical and Political Implications of the Struggle for a Public French Education System in Alberta," *The Canadian Journal of Political Science* 43, 2 (June 2010): 433-456. *RESERVE*

Matt James, "Occupy: History, Physicality, Virtuality" in Smith ed., pp. 97-120.

**Week 11 (March 20, 2017) Gendering Identity and Intersectionality**

Alexandra Dobrowolsky, "The Women's Movement in Flux: Feminism and Framing, Passion and Politics," in Smith ed., pp. 151-177.

Miriam Smith "Identity and Opportunity: The Lesbian, Gay, Bisexual and Transgender Movement," in Smith ed., pp. 179-200.

Leah Bassel, "Intersectional Politics at the Boundaries of the Nation State.," *Ethnicities* 10, 2 (2010): 155-180. RESERVE

Cressida J. Heyes, "Feminist Solidarity after Queer Theory: The Case of Transgender" *Signs* 28, 4 (Summer 2003): 1093-1120 RESERVE

### **Week 12 (March 27, 2017) Disability, Environmental and Health Organizing**

Robert Paehlke "The Environmental Movement in Canada: Remembering Who We Are" in Smith ed., pp. 283-303.

Lisa Vanhala, "Meaning Frames, Opportunity Structures and Rights in the Canadian Disability Rights Movement" in Smith ed., pp. 305-331.

Michael Orsini "Health Social Movements: The Next Wave in Contentious Politics?" in Smith ed., pp. 333-355.

### **Week 13 (April 3, 2017) Considering Mixed Identities**

#### **\*\*\*Term Paper Due In Class\*\*\***

Jillian Paragg, "'Canadian-First': Mixed Race Self-Identification and Canadian Belonging." *Canadian Ethnic Studies* 47, 2 (2015): 21-44. RESERVE

Janique Dubois and Kelly Saunders, "Just Do It: Carving Out a Space for the Métis in Canadian Federalism." *Canadian Journal of Political Science* (March 2013): 187-214. RESERVE

Film: *Between: Living in the Hyphen* (National Film Board)

### **Week 14 (April 10, 2017) New or Old Narratives?**

Do a one page review of any story (or stories) of your choosing appearing on the Government of Canada's "Canada150" page of the Department of Canadian

Heritage @ <http://canada.pch.gc.ca/eng/1468262573081>. Bring 20 copies to class to share, and be prepared to summarize your analysis in class!

*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.

The Truth In Education (T\*J\*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 behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: <http://www.ualberta.ca/tie>

**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><b>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</b></p> <p><b>30.5.4(1)</b> 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><b>30.5.4(2)</b> 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><b>Possible Sanctions</b></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> <p>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</p> <p>30.4.3(2) a.ii Reduction of a grade in a course</p> <p>30.4.3(2) a.iii a grade of F for a course</p> <p>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</p> <p>30.4.3(3) b Expulsion</p> <p>30.4.3(3) c Suspension</p> <p>The following sanctions may be used in rare cases:</p> <p>30.4.3(3) e Suspension of a Degree already awarded</p> <p>30.4.3(3) f Rescission of a Degree already awarded</p> <p><b>30.6.1 Initiation of an Appeal</b></p> <p><b>30.6.1(1)</b> 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><b>PROFESSOR STEVEN PENNEY CHAIR, CAMPUS LAW REVIEW COMMITTEE</b></p>	<p><b>DR MARTIN FERGUSON-PELL ACTING PROVOST AND VICE-PRESIDENT (ACADEMIC)</b></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: 30/01/2013