

## **POLISCI 4511G/200**

### **SPECIAL TOPICS: MIDDLE EAST POLITICS**

Winter Term 2023

Instructor: Dr. Samar El-Masri

Office Hours: By appointment

Email: selmasr2@uwo.ca

Time: Wednesdays 2:30-4:30 pm

#### **I-Course Delivery**

This course will be delivered in-person. However, the class will be moved to Zoom (on OWL) if the university decides to shut down in-person classes.

#### **II-Course Description**

Most of the countries in the Middle East can be described as authoritarian repressive regimes. But why is this the case? Why is it that despite the activism that we saw in many countries in the region, including the 2011 Arab Spring (series of popular uprisings that were able to topple various regimes), authoritarian practices return? Are there specific factors that make these regimes so resistant to change? This course tries to answer these questions by focusing on some of these factors including patronage, rentier economies, state feminism, the role of the army as a repressive and economic tool, the use of tribes to bolster power among others. The course will also focus on some of the responses to authoritarianism and the potential for change. Case studies from across the region will be used to explain these factors and issues.

#### **V-Required Texts**

There is no textbook for this course. Instead, the reading list will involve academic articles, book chapters, and technical reports that you can find online, or in the library. I will also provide links to the readings on this course OWL's page ("Course Readings"). You are responsible for accessing them yourself.

## **VI-Grade Distribution**

Participation	20%
Presentation	20%
Essay (due March 29)	40%
Op Ed. (due date Feb 15)	20%

## **VIII-Explaining the Components of the Course:**

### **1-Participation (20%)**

This assessment will be based on regular contributions to the class discussion, reflecting some grasp of the relevant materials and some analytical abilities in applying those materials in the discussion. Although the overall mark will factor in your attendance, you will be mainly evaluated on your in-class discussion and participation. Students should consult the handout “Student Participation” below, for criteria. Also, students are encouraged to email me written responses to questions they think they didn’t have adequate time to discuss in class. These responses will be then corrected and added to your participation mark.

### **2-Presentation (20%)**

In the first class, students will be asked to pick a topic, and the specific question that they are interested in (please see below). They should base their presentation on the course readings (including those that are recommended for that week if available). They will have to supply a PowerPoint Presentation which will be shown in class (and posted on OWL with the student’s permission). Each presentation should NOT exceed 8-10 minutes. Students are expected to provide at least ONE discussion question after their presentation.

### **3-Op Ed (due date Feb 15).**

This semester, students will be asked to write an opinion piece.

- Subject: How did colonialism impact (case study) in the Middle East?
- How to think about this assignment: As we will learn in class, the present Middle East was shaped by colonial interests. After picking a case study (any country in the region), think about the impact of these colonial policies and interests on that country. Your paper should reflect your position that answers the above question. Since this is a short paper you need to be as clear and as straightforward as possible.
- Style: Op-eds must be 3 pages long, typed double-spaced, not counting bibliography. The paper must be formatted in Times New Roman 12pt font with 2.54 cm margins all around. The paper should be referenced. **ONLY**

**FOOTNOTES are accepted using *Chicago-style footnotes*, Papers that do not meet these basic criteria will be penalized.**

- Op-ed pieces will be marked for research, organization, and writing style (see rubric at the end of this document)
- How to submit it? This assignment must be submitted to Turnitin.com, using the “Assignments” link on OWL.
- The deadline for this assignment is February 15, **A late penalty of 10% per day will be applied to papers submitted at any point after that.**

#### **4- Essay**

Essay (40 %) due date is **March 29**. You will be required to write one essay of 2250-2500 words (excluding footnotes and bibliography), presented as typed, double-spaced pages, using 12-point Times New Roman font with one-inch margins.

Students may choose any topic from the section below entitled “COURSE OUTLINE BY TOPIC.”

They can also choose to write about an issue that we did not cover in class but I need to approve it first. Students must submit their essay to OWL (under “Assignments”).

You need to know few things about this component of the course:

**a-Late Penalty:** The completed paper must be submitted March 29. **A late penalty of 10% per day will be applied to papers submitted at any point after that date.**

**b-Turnitin:** Essays must be submitted to Turnitin.com, using the link on OWL. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

**c-Citation Style:** Citations **must** be formatted using *Chicago-style footnotes*, **not in-text citations**. Students are advised to consult a writer’s handbook when composing their essays in order to see how to format things like bibliography and footnotes. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>

d-Spelling and Grammatical Errors: Grammatical, spelling, and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

e-Bibliography: You must attach a Bibliography to your essay. Your bibliography must include a minimum of four academic sources (consult a librarian for clarification on what counts as an academic source (e.g., newspapers, magazines, and encyclopedias do not count). **Failure to include at least five academic sources will result in a grade of “F”.** The highest grades in this course typically go to students that consult a large number of high-quality source materials. Consulting more than six sources is highly recommended.

f-Academic Dishonesty: Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad.

Students are also advised to utilize the Library’s tools on plagiarism:

<http://www.lib.uwo.ca/tutorials/plagiarism/index.html>

g-Other Resources: There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at [exams@sdc.uwo.ca](mailto:exams@sdc.uwo.ca), or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at [dbwref@lib.uwo.ca](mailto:dbwref@lib.uwo.ca), or on the web at <http://www.lib.uwo.ca/weldon/#>.

h-Non-medical and medical accommodation: Western University requires documentation from the medical community for students who require academic accommodation due to medical illness—even accommodation for medical illness of work worth less than 10% of the total course grade. Students are required to have their physician or health care provider fill out the Student Medical Certificate. Medical certificates will only be considered for students seriously affected by illness, who cannot reasonably be expected to meet his/her academic responsibilities. Medical certificates may NOT be issued for minor illness like colds, non-acute vomiting or diarrhea, menstrual cramps, insomnia, or for past illnesses.

## **X-ACCOMMODATION AND ACCESSIBILITY**

Any requested accommodation should be approved by academic counseling. For further information, please see the Policy on Accommodation for Medical Illness at <https://studentservices.uwo.ca/secure/index.cfm>.

### **1-Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

### **2-Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

### **3- Support Services**

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

If you have any questions about accommodation, please contact:

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html).

## **XI-IMPORTANT AND USEFUL INFORMATION:**

**1- Important Notice re: Prerequisites/Antirequisites:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. (Office of the Dean, Faculty of Social Science)

**2-Completion of All Requirements:** According to the Dean's office, Students who fail to complete all evaluation components of the course, without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

**3-Students with Disabilities:** Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order to ensure that the appropriate arrangements are made to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at [ssc@sdc.uwo.ca](mailto:ssc@sdc.uwo.ca), or on the web at <http://www.sdc.uwo.ca/ssd/>

**4-Mental/Emotional Distress:** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## **XII-COURSE OUTLINE BY TOPIC:**

### **PART ONE: SETTING THE STAGE**

#### **January 11 Introduction**

No required readings for this week.

#### **January 18 Colonial legacy: How the Middle East was carved**

##### Required readings:

- William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, 5th edition (USA: Westview Press, 2004), ch 11, 12,
- See this documentary: "Promises and betrayals—Middle East" History Channel Documentary Aug 5 2013 (published 2014); available from <http://www.youtube.com/watch?v=JW2sm0iR0E8>

#### **January 25: Arab States after independence**

Required Readings:

- Cleveland and Bunton, chapters 13, 22
- Costantini, I., *Statebuilding in the Middle East and North Africa: The Aftermath of Regime Change (1st ed.)*. (Routledge; 2018). Chapter 3.
- For a timeline of the peace process see: <http://www.bbc.com/news/world-middle-east-11103745>

**PART II: SOME FACTORS THAT PERPETUATE AUTHORITARIANISM IN THE REGION**

**February 1 Authoritarianism and State Feminism (Egypt/Tunisia)**

Required Readings:

- El-Masri, Samar (2015) “Tunisian Women at a Crossroads: Cooptation or Autonomy?” *Middle East Policy* 22 (2); 125-144.
- Nermin Allam (2019) “Smoke and Mirrors: State-Sponsored Feminism in Post-Uprising Egypt” *Social Research* 86 (1); 365-386.

Recommended Reading:

- Dickovick et al., *Comparative Politics*, Chapters 7

**February 8 The Role of Security Forces/Military (Syria/Egypt)**

Required Readings:

- Droz-Vincent, Philippe « The Syrian Military and the 2011 Uprising” in *Armies and Insurgencies in the Arab Spring*. Edited by Holger Albrecht, Aurel Croissant, and Fred H. Lawson. (Philadelphia: University of Pennsylvania Press, 2016) <https://doi.org/10.9783/9780812293241>.
- Joya, A. (2020). The military and the state in Egypt: class formation in the post-Arab uprisings. *British Journal of Middle Eastern Studies*, 47(5), 681–701. <https://doi.org/10.1080/13530194.2018.1509692>

**February 15 The Rentier State (the use of natural resources to centralize power) (KSA/Iran)**

Required Readings:

- Qasem, Islam Y. 2016. “Rentier Theory and Saudi Arabia.” In *Oil and Security Policies*, 32:4–27. [https://doi.org/10.1163/9789004277731\\_003](https://doi.org/10.1163/9789004277731_003). CHAPTER ONE.

- Okruhlik, Gwenn (1999), “Rentier Wealth, Unruly Law, and the Rise of Opposition: The Political Economy of Oil States”, *Comparative Politics*, 31 (3): 295-315.

Recommended reading:

- Herb, Michael (2005), “No Representation without Taxation? Rents, Development, and Democracy”, *Comparative Politics*, 37 (3): 297-316

### **February 22 Reading Week**

#### **March 1 How tribalism was used to bolster power (Iraq/ Jordan)**

Required Readings:

- Baram, Amatzia (1997) “Neo-Tribalism in Iraq: Saddam Hussein’s Tribal policies 1991-1995” *International Journal of Middle East Studies* 29 (1); 1-31
- Yaov Alon “From Abdullah I to Abdullah II: The Monarchy, the Tribes and the Shaykhly families in Jordan, 1920-2012” in *Tribes and States in a Changing Middle East* (ed.) Uzi Rabi (New York: Oxford University Press, 2016) 11-36

#### **March 8 Clientelism and its role in reinforcing the status quo (Egypt/Lebanon)**

Required Readings:

- Masoud, T. (2014). “Clientelism and Class: The Tragedy of Leftist Opposition in Mubarak’s Egypt.” In *Counting Islam: Religion, Class and Elections in Egypt* (Cambridge: Cambridge University Press). 45-73
- Samar El-Masri “The Influence of Clientelism on the Lebanese Civil Society,” *Ethnopolitics* (upcoming)

### **PART III: RESPONSE AND RESISTANCE**

#### **March 15 Transitions, Civil Society Organizations, and the Arab Spring**

Required Readings:

- Brumberg, Daniel, "Theories of Transition" in (Ed.) Marc Lynch, *The Arab Uprisings Explained: New Contentious Politics in the Middle East*, 2014, pp. 29-54.

- Langohr, Vickie, “Labour Movements and Organizations,” in (Ed.) Marc Lynch, *The Arab Uprisings Explained: New Contentious Politics in the Middle East*, 2014. 180-200.

### **March 22 Islamist movements Response**

Required Readings:

- Kirdis, Esen. “Introduction: Between Movement and party” *The Rise of Islamic political Movements and Parties: Morocco, Turkey and Jordan*. Edinburgh: Edinburgh University Press, 2019, 1-30.
- Mecham, Quinn “Islamist Movements” (Ed.) Marc Lynch, *The Arab Uprisings Explained: New Contentious Politics in the Middle East*, 2014. 201-217.

### **March 29 Women and Resistance**

Required Readings:

- Pratt, Nicola. “The Struggle over Gender at the Heart of the Arab Uprisings” *Embodying Geopolitics: Generations of Women’s Activism in Egypt, Jordan, and Lebanon*. Berkeley: University of California Press, 2020. 170-200
- Tohidi, Nayereh. “The Women’s Movement and Feminism in Iran,” in *Women’s Movements in the Global Era*, edited by Amrita Basu. Routledge, 2019. Chapter 13.
- PODCAST: “An Iranian Uprising Led by Women” *The Daily* (New York Times) Sep 28<sup>th</sup>, 2022; <https://www.nytimes.com/2022/09/28/podcasts/the-daily/iran-protests-women.html>?

### **April 5 Concluding remarks**

## Student Participation

### Participation Grading Guide:

<b>Grade</b>	<b>Attendance</b>	<b>Discussion</b>	<b>Reading</b>
20	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
15-19	Almost always	Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
10-14	Occasional	When attending, the student shows a basic grasp of key concepts; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
5-9	Occasional	Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-4	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

THE ESSAY RUBRIC (please see tips on writing the essay in Course Content!)

	0-8	9-12	13-16	17-20
Thesis	<p>-It is very hard to identify the thesis statement in the introduction.</p> <p>-The reader may reach the conclusion without understanding what the argument really is.</p> <p>- The topic may be inappropriate for this assignment.</p>	<p>-The thesis may or may not be in the introduction, but it is hard to identify.</p> <p>-it is slightly inappropriate for the assignment</p>	<p>-The thesis is written in the introduction</p> <p>-Although the introduction is present in the intro, it may need further development</p> <p>-It is appropriate for the assignment.</p>	<p>-The thesis is skillfully incorporated in the introduction</p> <p>-It is easily identifiable, clear, concise, and insightful</p> <p>-The issue that is chosen is appropriate and directly relates to what we have been studying in the course.</p>
Argument	<p>-No historical and theoretical background.</p> <p>-The argument is unclear and weak</p> <p>-The student is unable to support his thesis with appropriate evidence</p> <p>-The quality of the evidence is lacking. The argument is based on pure opinion...</p>	<p>-Some sort of historical and theoretical background.</p> <p>-The argument is evident but may not be defined clearly.</p> <p>-The claims are unevenly supported, with weak or unsubstantiated evidence.</p>	<p>-Good theoretical and historical background.</p> <p>-The student has not talked about counterarguments in the theoretical background.</p> <p>-The claims are well supported but may not be completely convincing.</p> <p>-Some unclarity in the argument.</p> <p>-Or some parts of the argument are nicely written, but not others.</p>	<p>-Great theoretical (lit review) and historical background.</p> <p>-Clearly defines the issue</p> <p>- Fully supports the thesis statement with sound reasons and evidence</p> <p>-effectively responds to counterarguments</p>
Style	<p>-Too many errors regardless of how</p>	<p>-The piece is readable but the various mistakes in grammar,</p>	<p>-mostly correct, easy to read, rare errors that do not</p>	<p>-correct, easy to read, no errors,</p>

	<p>strong the argument is.</p> <p>-The student does not follow the referencing style that is required in this assignment.</p> <p>-The formatting of the essay is incorrect (with respect to spacing, font style and size, page numbers...</p>	<p>punctuations, or design “begin to create static in the reading experience.”</p> <p>-The student may follow the referencing style but with too many errors.</p> <p>-Some errors with respect to formatting.</p>	<p>affect the reading experience.</p> <p>-sentences could be more concise</p> <p>-The student follows the referencing style but with some errors.</p> <p>-Mostly follow the formatting required in this assignment</p>	<p>concise clear sentences.</p> <p>-The student fully follows the referencing style with no errors.</p> <p>-Follows the formatting specification required.</p>
<p>Organization (how the essay flows)</p>	<p>Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow.</p>	<p>-okay title.</p> <p>-Introduction is too broad, even though the focus is seen later on.</p> <p>-conclusion is not focused, may be unrelated to the main idea.</p>	<p>-title works well.</p> <p>-good introduction but without catching our attention.</p> <p>-Conclusion summarizes the argument but without recommending or talking about the implications of the argument.</p> <p>-clear topic sentences but may not clearly contribute to an understanding of the overall argument.</p> <p>-Generally speaking, the essay flows well.</p>	<p>-clever title</p> <p>-effective introduction</p> <p>-great conclusion with a clear answer to the “so what” or “So what now” question.</p> <p>-Clear transitions, and topic sentences...</p> <p>-The essay flows very well.</p>

Op-eds. Rubric:

	0-4	4.5-6.5	7-8.5	9-10
Research information	<ul style="list-style-type: none"> <li>-No case picked</li> <li>-Writer has no research information. The essay is based on opinions with no substantial evidence</li> </ul>	<ul style="list-style-type: none"> <li>-a case study is mentioned but no further explanation is provided</li> <li>-writer uses one or two research facts to support their argument</li> </ul>	<ul style="list-style-type: none"> <li>-the student picks a case study with a basic but clear summary of the case.</li> <li>Writer incorporates three or four research facts in support of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>-Author clearly summarizes the case background.</li> <li>Several research facts are incorporated to support the argument.</li> </ul>
Argument	<ul style="list-style-type: none"> <li>-The issue is unclear</li> <li>- The argument seems weak evoking emotions that go against the author.</li> <li>-Writer unable to support his argument.</li> <li>-No mention of the case in the argument</li> </ul>	<ul style="list-style-type: none"> <li>-The issue is evident but may not be defined clearly.</li> <li>-The claims are unevenly supported, with weak or unsubstantiated evidence.</li> <li>-Occasional mention of the case in the argument</li> </ul>	<ul style="list-style-type: none"> <li>-The claims are well supported but may not be completely convincing.</li> <li>-Generally speaking, the writer can evoke the appropriate emotion in the audience.</li> <li>-Mostly goes back to the case to support the argument.</li> </ul>	<ul style="list-style-type: none"> <li>-Clearly defines the issue</li> <li>-Clearly identifies the audience</li> <li>- Fully supports claims with sound reasons and evidence</li> <li>-Effectively evokes the appropriate emotion in the audience and responds to counterarguments</li> <li>-Consistently goes back to the case study to support the argument.</li> </ul>
Voice	<ul style="list-style-type: none"> <li>The author's voice is not heard in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>The author's voice is weak in the article.</li> </ul>	<ul style="list-style-type: none"> <li>The author's voice is heard.</li> </ul>	<ul style="list-style-type: none"> <li>A strong author's voice is heard throughout the article.</li> </ul>
Style	<ul style="list-style-type: none"> <li>Too many errors regardless of how strong the argument is.</li> </ul>	<ul style="list-style-type: none"> <li>The piece is readable but the various mistakes in grammar, punctuations, or design "begin to create static in the reading experience."</li> </ul>	<ul style="list-style-type: none"> <li>-mostly correct, easy to read, rare errors that do not affect the reading experience.</li> <li>-sentences could be more concise</li> </ul>	<ul style="list-style-type: none"> <li>-correct, easy to read, no errors, concise clear sentences.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Unfocused title, boring introduction,</li> </ul>	<ul style="list-style-type: none"> <li>-okay title.</li> </ul>	<ul style="list-style-type: none"> <li>-title works well.</li> </ul>	<ul style="list-style-type: none"> <li>-clever title</li> </ul>

	<p>unclear topic sentences and weak transitions. The article does not flow.</p>	<p>-Introduction is too broad, even though the focus is seen later on.</p> <p>-conclusion is not focused, may be unrelated to the main idea.</p>	<p>-good introduction but without catching our attention.</p> <p>-Conclusion summarizes the argument but without recommending or talking about the implications of the argument.</p> <p>-clear topic sentences but may not clearly contribute to an understanding of the overall argument.</p>	<p>-effective introduction</p> <p>-great conclusion with a clear answer to the "so what" or "So what now" question.</p> <p>-Clear transitions, and topic sentences...</p>
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Presentation Rubric:

Student Presentation

Presentation Grading Guide:

<b>Grade</b>	<b>Presentation style</b>	<b>Presentation content</b>	<b>Post-presentation discussion</b>
20	Excellent presentation of the material. Always clear. Always engaging the listeners	Excellent: covered and explained all the important points in the readings. Went above and beyond to ensure that the issue is covered from all sides. Used various sources from outside the reading list.	Clearly has done and prepared questions to be discussed in the class. Did an excellent job in leading the discussion and intelligently kept the class engaged and the discussion flowing.
15-19	Very good and clear presentation	Very Good: covered and explained most of the important points in the readings. Used some outside sources.	Clearly prepared questions to be discussed in class. Showed a very good ability to lead the discussion and was able to keep the discussion flowing.
10-14	Good presentation that covered the major points in the readings with a decent ability to relay the information to students	Good: has basic grasp of key concepts and ideas of the reading; arguments are sporadic and at times incomplete or poorly supported; did not use outside sources	Provided questions. Basic ability to initiate a discussion.
5-9	Somewhat poor presentation. Some unclear thoughts and confusing explanations.	Somewhat Poor: misunderstood many of the issues in the reading.	Provided poor questions. Unable to lead a discussion.
0-4	Poor presentation, confusing and vague.	flawed understanding of the readings.	Provided no questions. Unwilling or unable to lead a discussion.

## **APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE**

### **Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

### **Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar*  
<http://www.westerncalendar.uwo.ca/>)

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Submission of Course Requirements**

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

### **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Note:** Missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## **Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the

Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

## **Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

## **Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

[https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf),

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

During exams/tests/quizzes, no electronic devices (e.g. a phone, laptop, iPad) are allowed and must be powered down and stored out of reach.

**Scholastic offences** are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

If a course uses remote proctoring, please be advised that you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including

some biometric data) and the session will be **recorded**. Completion of a course with remote proctoring will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

## Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

### PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

#### **A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991