The University of Western Ontario
Department of Political Science
Political Science 1026: Political Power and Participation

Course Title:	Political Science 1026: Political Power and Participation
Day(s):	Tuesdays and Thursdays
Instructor(s):	Prof Dan Bousfield
Course Coordinator	Prof Nig Narain nnarain@uwo.ca
Office Hours:	Wednesday 11:00am-1:00pm via zoom - link in Brightspace
Email:	dbousfie@uwo.ca
Telephone:	289-620-6665 text only number
Lecture location	See your timetable

Students - Please note that the academic calendar has not been updated. Therefore, the anti-requisites for this course are: Political Science 1020E, Political Science 1021F/G, and Political Science 1022F/G.

Course description: what is this course about?
What is politics?
Who has political power and why?
Who gets to speak and what happens when they are not heard?
What are the different ways to set up political systems and government?
What is democracy and is it the best political system?
What do ideas like capitalism, socialism, equality or freedom mean in politics?
How must politics transform to address reconciliation, racism, gender, sexualities, ableism, settler colonialism, and fundamentalism and their impact on everyday life?
Why do people and states fight each other?
Should international rules govern the Internet, pandemic responses, refugee policies, or Indigenous-settler treaties?
Should the environment be a political priority and why is it not?

Together, we will consider what politics is, worldviews which explain our political world, the different political systems and institutions, and important global issues.

We provide an exciting opportunity to understand and challenge political ideas; discuss varied and critical political issues; learn reading, discussion & writing skills; and understand our world.

We look forward to having YOU in our class and pursuing a journey of learning!

Course objectives: what will you learn about in this course?
(1) We start with learning about some key concepts. From there, we focus primarily on global politics, including discussion about war, international economies, issues related to the environment, and pandemics. In the second term, we will consider

ideas, arguments, theories, and ideologies produced in the history of political thought in the West, including power, democracy, freedom, justice, liberalism, conservatism, socialism, feminism, and ecologism.

(2) Students will develop the capacity to think about politics analytically and critically. In particular, they will acquire and strengthen their abilities to: understand and analyze arguments in political texts; connect and assess them in light of current political debates; and, defend clear positions on potentially controversial political issues, such as the obligation to obey the law, the nature of justice, the legitimacy of democracy, the nature of a free society, the status of the dominant ideologies of our time, the value of political participation, and the role of global organization in the modern world.

(3) Students will achieve objectives for (1) by engaging in lecture-class discussions, watching video lectures, and doing readings from the textbook. Students will achieve objective (2) by completing a research and outline assignment for the essay, writing an argumentative essay, participating in discussions, and completing a test and an exam throughout the semester. The discussions and writing assignments, along with your reading and lecture attendance, will provide the practice needed to succeed in the tests and exams.

Important dates

- January 5 Classes resume
- February 14–22 Spring Reading Week
- February 16 Family Day Holiday
- April 3 Good Friday Holiday
- April 9 Classes end
- April 10–11 Study Days
- April 12–30 Final examination period

Course texts: what must you read

Note: UWO Bookstore sells physical and electronic copies, so please visit the Bookstore's website for the eBooks options to purchase the eBook.
We are using the editions listed below so if you use older or other editions, please note you are still responsible for the materials in the edition we have listed below.

Brodie, M. Janine, Sandra Rein, and Malinda S. Smith. 2022. *Critical Concepts: an Introduction to Politics*. **Sixth edition.** Toronto: Oxford University Press.

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2025B&courses%5B0%5D=001_UW/POL1026G

Learning outcomes: what is this course teaching you?

Assignment	Learning outcomes
Participation	• Recognize the importance of engaging colleagues' ideas • Communicate verbally in an analytic and clear fashion • An awareness of the extent and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Essays	• Organizational skills that contribute to scholarly and personal independence • Well-developed research skills, such as those articulated by the Political Science Research Competency Guidelines adopted by the Association of College and Research Libraries • Communicate in written format in an analytic and clear fashion • Situate knowledge historically and contextually • Assess evidence critically • Ethical dimensions of problem identification and methodology
Lectures and Tests and Exams	• Knowledge of diverse theories and approaches • Understanding of methods; knowledge of epistemological approaches and ontological diversity • Communicate in written format in an analytic and clear fashion • Situate knowledge historically and contextually • Assess evidence critically • How power, culture, and history condition knowledge formation • Understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics

Methods of Evaluation

You will be evaluated as follows:	
Essay Bibliography and Outline (EBO)	10%
Mid-Term Test - online	20%
Essay	30%
Final Exam – in person	40%

Necessary conditions for passing this course or receiving your earned grade: you must write the April Exam (not necessarily pass them), and submit the Essay for the course (not necessarily earn a passing grade on the Essay, but your Essay must be assessed as minimally acceptable effort to complete a proper essay). If you do not meet the aforementioned conditions, then you will receive a failing grade (not your earned grade based on completed assignments) for the course and not receive credit for this course. Contact Nig Narain (nnarain@uwo.ca) if you have any questions.

Attendance Bonus (5% on Essay)

Students will receive a 0.625% bonus on their essay grade for every **Tuesday or Thursday** class (either Tuesday or Thursday each week) attended (attendance must be recorded through the Microsoft form each week during class time (submissions outside of in-person lecture time will not be counted). There is a maximum of 8 classes considered to earn the full 5% bonus. You can check your participation through the link in Brightspace weekly. You cannot receive more than 100% on the essay.

OWL Brightspace website: why should I check this regularly?

To enter our OWL website, go to https://westernu.brightspace.com/ to look for your "POLISCI 1026" tab. On this website, you will find information about the class, grades, links to other resources, and more. Lecture Videos, non-textbook readings, etc., will be posted on the OWL site. All course announcements, etc., will come from the OWL site. Please do check the OWL site regularly and constantly. Do not turn off notifications for announcements, students are responsible for all notifications from this course.

 "All course material will be posted to OWL Brightspace: https://westernu.brightspace.com/.   If students need assistance with OWL Brightspace, they can seek support on the OWL Brightspace Help https://wts.uwo.ca/helpdesk page. Alternatively, they can contact the Western Technology Services Helpdesk https://wts.uwo.ca/helpdesk online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace. What is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled." (UWO guidance to students)

Note that the latest, most-up-to-date information is posted on the OWL site, so though dates, evaluations, policies, etc., are stated in this Course Outline, **it is your responsibility to check the OWL site** for updated and most current information.

Schedule of Lectures and Assignments Due Dates: What questions are we covering? What do we read? What Academic Considerations are applicable?

TERM: January - April

Week 0: Jan 6th
- Intro to the Course (not testable content)

Week 1: Jan 8– 13
- Lecture: Governing Ideas and Enduring Ideas
    - Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 1 - Governing Ideas *and* Chapter 2 – Emerging Ideas

Week 2: Jan 15 – 20
- Lecture: Democratic Ideas
- Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 3 - Democratic Ideas

Week 3: Jan 22-27
- Lecture: Radical Ideas
    - Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 4 -Radical Ideas (continued from last week)

Week 4: Jan 29-Feb 3
- Lecture: Non-Western Ideas
    - Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 5 - Non-Western Ideas

- **Fri Feb 6, 11:59 PM: Essay Bibliography and Outline (EBO) assignment Due via OWL site → no penalty applied if submitted by Thurs Feb 12 11:59pm)**
- *Fri Feb 13, 11:59 PM: Late -10% Essay Bibliography and Outline (EBO) assignment Due via OWL site → no penalty applied if submitted by Thurs Feb 26 11:59pm*
- Concerning "Undocumented Absence" Academic Consideration:
    - You do not need to submit a request for academic consideration if the EBO deadline cannot be met (self-attestation or otherwise)
    - This is because an extension will be granted automatically, without penalty, to Thu Feb 12, for those experiencing extenuating circumstances (e.g., illness, bereavement, etc.) that prevent submission on the Due Date of Fri Feb 12.
    - TO BE CLEAR: *this does not mean the EBO is "really" due on* Thu Feb 12. It is due on Fri Feb 6, but after Thu Feb 12th 11:59pm, the EBO is considered late, but we will still accept submission Thu Feb 26 11:59pm with a late penalty of -10% applied
    - The aforementioned also applies to the Late -10% EBO with respectively adjusted dates
    - Again, any requests for academic consideration will not be considered if submitting between Fri Feb 6 and Thu Feb 26

<mark>11:59pm because extensions were already granted and accounted for in the due dates and no-penalty lee way dates</mark>

- <mark>Per Senate Regulations: "An instructor may deny academic consideration relating to the timeframe submission of work where there is already flexibility in the submission timeframe (e.g., 72-hour submission window). This assessment flexibility must be indicated on the course outline" (https://registrar.uwo.ca/academics/academic_considerations/index.html#cannot)</mark>
- <mark>Per Office of the Registrar FAQ "When CAN'T I use an undocumented absence? When flexibility in assessment exists and is clearly stated on the course outline, both undocumented absences and academic consideration requests with documentation may be denied." (https://registrar.uwo.ca/academics/academic_considerations/index.html#cannot)</mark>

- <mark>If you have significant extenuating documented circumstances, you should read the Registrar's Academic Consideration page https://registrar.uwo.ca/academics/academic_considerations/index.html and go through their Student Absence Portal to request such academic consideration</mark>
- <mark>If you have documented grounds for a late submission extension beyond Thu Feb 26, in that case, you should read the Registrar's Academic Consideration page https://registrar.uwo.ca/academics/academic_considerations/index.html and go through their Student Absence Portal to request such academic consideration</mark>
- <mark>Those students who are accommodated with flexible deadlines through Accessible Education (AE) should check the OWL site for your particular AE dates and other details and notes</mark>

Week 5: Feb 5-10
- Lecture: Indigenous peoples, Land and the UNDRIP
    - Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 6 - Indigenous peoples, land and the UNDRIP

Week 6: Feb 12-24
- Lecture: The Politics of Race
    - Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 7 - The Politics of Race

Reading Week Feb 14-22

<mark>**Mid-Term Test: Sun March 1 6pm-7pm via OWL site**</mark>
- <mark>ONLY covers Weeks 1-4</mark>

- Further details, rules, directions, cautions, etc., will be provided on the OWL site
- Mid-Term Test is a Designated Assessment exemption from "Undocumented Absence" Academic Consideration:
  - Mid-Term Test is designated as exempt from "undocumented absence" academic consideration
  - Per Office of the Registrar FAQ "When CAN'T I use an undocumented absence? ... Undocumented absences also cannot be used for the "designated assessment" in each course." (https://registrar.uwo.ca/academics/academic_considerations/index.html#cannot)
  - Per Senate regulation "Policy on Academic Consideration – Undergraduate Students in First Entry Programs", under "Policy": "Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. In such cases, the instructor must provide the student with another opportunity to demonstrate proficiency in the content evaluated by the missed assessment within the time frame of the course.", and note that our course is a full-year course so each term is 'half-course weight' https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)
- Documented Absence Academic Consideration: to request academic consideration for your medical, varsity sport, or other documented matter, you should read the Registrar's Academic Consideration page https://registrar.uwo.ca/academics/academic_considerations/index.html and go through their Student Absence Portal to request such academic consideration to write the Make-up Test
- If you don't have documented grounds for academic consideration, e.g. you slept-in or you forgot about the test, you may write the Make-up Test with a –10% penalty applied
- **Make-up Test dates:**
  - **Tues Mar 3 6pm**
  - **Thurs Mar 5 6pm**
  - **Sun Mar 8 6pm**
- *Accessible Education (AE) students: you don't need to register for this Test with Accommodated Exams so just check the OWL site for your particular AE test details closer to the Test dates*

Week 7: Feb 26-Mar3
- Lecture: Genders and sexualities
  - Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 8 - Genders and sexualities

Week 8: Mar 5-10
- Lecture: Ableism and Disability: A Peculiar Politics
    - Reading:
    - Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 9 - Disability - A peculiar politics

Week 9: Mar 12-17
- Lecture: Citizenship and Borders
- Reading: Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 10 - Citizenship and borders

Week 10: Mar 19-24
- Lecture: Digital Technology and Democracy
    - Reading:
    - Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 14: ' it's kinda complicated': Digital technology and democracy

Week 11: Mar 26-31
- Lecture: International Relations
    - Reading:
    - Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e - Chapter 16 - International Relations*

Mon Mar 30 11:59pm: Essay assignment Due via OWL site → no penalty applied if submitted by Sun Apr 5 11:59pm
Mon Apr 6 11:59pm: Late -10% Essay assignment Due via OWL site → no penalty applied if submitted by Thu Apr 9 11:59pm
- Concerning "Undocumented Absence" Academic Consideration:
    - You do not need to submit a request for academic consideration if this Essay deadline cannot be met (self-attestation or otherwise)
    - This is because an extension will be granted automatically, without penalty, to Sun Apr 5 11:59pm for those experiencing extenuating circumstances (e.g., illness, bereavement, etc.) that prevent submission on the Due Date of Mon Mar 30 11:59pm
    - TO BE CLEAR: this does not mean the Essay is "really" due on Sun Apr 5 11:59pm; it is due on Mon Mar 30 11:59pm, but after Sun Apr 5 11:59pm, the Essay is considered late, but we will still accept submission until Thurs Apr 9 11:59pm with a late penalty of -10% applied
- The aforementioned also applies to the Late -10% Essay with respectively adjusted dates
    - Again, a request for academic consideration will not be considered if submitting between Mon Mar 30 and Apr 5 11:59pm, because an extension was already granted

Week 12: April 2-7
- Lecture: Political Ecology
  - o Reading:
  - o Brodie, Rein, Smith, *Critical Concepts: An Introduction to Politics 6e* - Chapter 19: Political Ecology

April 9 Exam Review

- Documented Absence Academic Consideration: to request academic consideration for your medical, varsity sport, or other documented matter, you should read the Registrar's Academic Consideration page https://registrar.uwo.ca/academics/academic_considerations/index.html and go through their Student Absence Portal to request such academic consideration to write the Make-up Exam
- If you don't have documented grounds for academic consideration, e.g. you slept-in or you forgot about the Exam, you may write the Make-up Exam (in-person) with a –10% penalty applied
- *Accessible Education students: ensure you have selected to write our Final Exam with AE Accommodated Exams services by March as this is an in-person exam and they will need to make your arrangements accordingly*
- Make-up Exam (in-person) dates in May 2026 will be posted on the OWL site after the Registrar sets the date for the Regularly Scheduled Exam (we do not permit writing the exam *ahead* of the Regularly Scheduled Exam date)

Important information and rules about the course: what are some general rules governing this course

- <u>Necessary conditions for passing this course</u>: see under "Evaluations" above
- <u>Pre-requisites and Anti-Requisites</u>:
  Prerequisites: none
  Anti-requisites: the former Politics 020E and 021F-026G, Politics 1020E 002, Politics 1020E 003, Politics 1020E 200, Politics 1020E 201, Politics 1021F/G-1026F/G
  Please Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an anti-requisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record but will

ensure that spaces become available for students who require the course in question for graduation." – *Office of the Dean, Faculty of Social Science*

USE your UWO/Western email account: Send and receive emails by the UWO email system so that your information is confidential and secure. Also, your non-UWO email may get caught in spam, etc., and may not get a response or review.

- Statement on Use of Electronic Devices: NO electronics devices are allowed during tests and examinations unless specified differently.
- Statement on 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
- Concerning Turnitin: "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)."
  Also check:
  http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&command=showCategory&SelectedCalendar=Live&ArchiveID
- Multiple-Choice Exam format checking software: "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."
  Also check:
  http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&command=showCategory&SelectedCalendar=Live&ArchiveID
- 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).
  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. To connect with a case manager or set up an appointment, please contact

support@uwo.ca.
Please contact Accessible Education at
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/.

- Respectful conduct and engagement: Note conduct should accord with the
University of Western Ontario Student Code of Conduct, which can be accessed
as a PDF from: https://www.uwo.ca/univsec/pdf/board/code.pdf
In general, please be respectful of and courteous to yourself, me, our TAs, your
class colleagues, and others during discussions and other course engagements.

Religious Accommodation
When conflicts with a religious holiday that requires an absence from the University or
prohibits certain activities, students should request an accommodation for their absence
in writing to the course instructor and/or the Academic Advising office of their Faculty
of Registration. This notice should be made as early as possible but not later than two
weeks prior to the writing or the examination (or one week prior to the writing of the
test).
Please visit the Diversity Calendars posted on our university's EDID website for the
recognized religious holidays: https://www.edi.uwo.ca

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%20Accommod
ation_disabilities.pdf

Academic Policies- The website for Registrar Services is https://www.registrar.uwo.ca/.

In accordance with policy,
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.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Zoom Etiquette (for office hours)

1. Please pay attention to video, microphone and screensharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.
3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

Any remote learning sessions for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (https://studentservices.uwo.ca/secure/index.cfm).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the

appropriate Faculty Dean`s office and <u>not</u> to the instructor. Only the Dean`s office can determine if accommodation is warranted.

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about political power and participation, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- o Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more comfortable relevant to your research interests than others and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- o Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation will be considered as well in participation marks.
- o Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.

Policy on communication

I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquiries for a 24-hour cool-down period. I also may take longer to respond to communications during non-working hours, holidays, and weekends. I appreciate your understanding in this matter.

Policy on Children in the classroom[1]

"It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home

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[1] Policy taken from Dr Cheyney with permission.
https://web.archive.org/web/20210413194856/https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples

with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom
Western University established a [Pets and Therapy Animals policy in May 2020](#) that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Religious/Cultural Observance
Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by Week 4. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

Point of View
The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Discussion Guidelines[2]
In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy; we sometimes will make

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[2] From U-M Faculty Member Alisse Portnoy, English.

mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Policy on the use of LLMs (AI, ChatGPT, Bard, etc) in the classroom[3]

Unless otherwise noted during class activities, you may only use ChatGPT or any other Generative technology to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. See the table below for some examples of allowable and non-allowable uses of Generative technology in this class (NOTE: This is not an exhaustive list of examples). Generative technology may be used to assist in assessment throughout the course, if you wish to opt out of the use of generative technology, please let me know.

How generative technology may be used in assessment:
1. Pre-assessment - to provide structural or overall feedback before beginning any grading.
2. Applying rubric - using the rubric from the course outline to apply to submitted assignments to assess the degree of compliance before or during completing any grading.
3. During assessment - to double-check the veracity of claims being made about your submission during the assessment of your material.
4. Post assessment - to find additional examples or instances in your submissions to assist in providing feedback.
5. Refining assessment - suggesting forms of constructive criticism, actionable items, and overarching themes or issues to assist in your assessment.
6. Checking for unauthorized AI use, following University guidelines (and those attached below).

How generative technology will NOT be used in assessment:
No grades will be assigned solely with generative technology at any point in this course. Assessment will always be done by the instructor/graders in accordance with the course outlines, because of the unpredictability and unreliability of current generative technology.
No personal or individual identifiers will ever be included in the assessment of material by any generative technology.

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[3] Taken with permission from Dr Torrey Trust
https://docs.google.com/document/d/1caSLk2JM40K4tdQHlLRwftYVGM6k8z0ZA2J12SwLhtU/edit?tab=t.0#heading=h.i7bagmx726nl

Example of an Allowable Use	Why is this Allowed?	Things to Keep in Mind
Prompting Generative technology to **generate ideas** for a class project.	This might enhance your thinking by **exposing you to other ideas** than you might come up with on your own.	It is important to start with **brainstorming your own ideas first** (to aid your creative thinking), rather than letting Generative technology do that initial work for you. Also, beware that Generative technology might introduce biases (tends towards liberal consensus) into the topic when prompted to generate ideas.
Using Generative technology for writing support (e.g., to improve **writing quality, clarity, and expression**).	Generative technology writing technologies, like ChatGPT, can provide ideas for how to revise a sentence or word, begin a paragraph, or express your thinking more clearly. Used in this way, Generative technology might support the development of your communication skills.	Make sure to **get your thoughts written down first** rather than asking Generative technology to write the first draft. Writing and thinking are interconnected processes, if you prompt Generative technology to write the first draft for you, you are not actively engaging in thinking about the material. NOTE: We also have a wonderful Writing Center on campus that provides writing support!
Using Generative technology as a **study or assignment aid.**	Generative technology can offer study tips, provide example text/quiz practice questions, design a personalized study guide, design flashcards, give directions for how to complete an assignment, create learning simulations and interactive scenarios to help you think more deeply about the class content, and provide a rubric so you can self-assess your own work.	Generative technology tools are known for making up information and presenting biased output. Make sure to double-check the accuracy, credibility, and reliability of any AI-generated information that you use to support your studying or assignment completion.
Prompting Generative technology to help **make information easier to understand** (e.g., explaining technical or academic jargon, providing concrete examples of an abstract idea).	Generative technology could potentially be used in ways that reduce cognitive load (see Cognitive Load Theory), such as breaking material into smaller chunks, summarizing and simplifying material, providing an outline of an article to support pre-reading, translating text into your native language, making content more accessible, scaffolding learning, and providing concrete examples.	If Generative technology are used in ways that reduce germane load (the cognitive effort required to make connections between new information and prior knowledge) it can negatively impact learning. For example, if you ask a Generative technology technology to automatically summarize a complex academic article instead of reading and summarizing it yourself, you will miss out on the opportunity to fully engage with, and critically examine, the author's ideas (read: No One is Talking About AI's Impact on Reading). This is a critical skill for college, the workplace, and engaged citizenship!

Using AI and Generative technology is recommended **due to different abilities.**	Generative technology can be used to make learning more accessible and digitally accessible for differently abled individuals (e.g., transcripts of recorded audio, closed captions for videos, alt text to describe images for blind/visually impaired individuals, interpretations of complex visual data).	If you have a self-identified or registered disability, consider how Generative technology tools might aid your thinking, communication, and learning.

Example of a Non-Allowable Use	Why is this NOT Allowed?
Prompting a Generative technology technology to **respond to a discussion forum prompt** for you.	Discussion prompts are meant to incorporate your voice and your thoughts. Participating in discussions is about building community and relationships as well as actively engaging in your own thinking and learning to communicate with others. Using Generative technology for this activity subverts both the social and learning goals of the activity.
Using a Generative technology technology (e.g., Slidesgo) to **design a class presentation** for you.	Designing a presentation requires you to actively engage in thinking and learning about the material and consider how best to communicate that information to an audience. Prompting Generative technology to do this work for you subverts your learning and the opportunity to develop your creative communication skills.
Modifying AI-generated work slightly to **make it appear as if you created it**.	Making minor adjustments to AI-generated work only supports surface-level learning, rather than deep learning ([learn more](#)), because the focus is on minor adjustments rather than truly understanding the material.
Prompting Generative technology to **analyze data for you** and submitting the data analysis as your own.	Research has shown that using Generative technology to provide solutions for you (or in this case, provide data analysis output for you) prevents you from actively engaging with, and learning, the material (read: [Generative AI Can Harm Learning](#)). Using Generative technology in this way subverts your learning. Additionally, Generative technology tools are not calculators or math machines, they are predictability machines (they guess which words go together to make the most plausible human-sounding response).
Copying AI-generated text word for word into your written work, but **citing it as written by AI**.	Please read "[The Case For Not Citing Chatbots As Information Sources](#)" and "[Generative AI Has an Intellectual Property Problem](#)" and, instead, find an original source to cite. When you put in the effort to find an original source to cite, you are deepening your thinking and learning about that topic and you are giving credit to human authors/artists.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Any assignment that is found to have used generative AI tools in unauthorized ways can result in: a

failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course. When in doubt about permitted usage, please ask for clarification.

APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE
https://politicalscience.uwo.ca/undergraduate/docs/outlines/2025-26/APPENDIX%20TO%20UNDERGRADUATE%20COURSE%20OUTLINES.pdf

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.
Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit http://www.uwo.ca/uwocom/mentalhealth/ for more information on these resources and on mental health.

Other relevant links:

Requests for Relief from Academic Decisions
Undergraduate Procedures
Scholastic Offences
Undergraduate Procedures
Senate Review Board Appeals
Procedures
Course Numbering Policy, Essay Courses, and Hours of Instruction