

POLISCI 3336G

Elections and Voting

Winter 2026
Tuesdays 10:30am-12:30pm

Instructor: Tyler Romualdi

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Office Hours: Immediately after lecture or Fridays from 11:00am–12:00pm on Zoom

Course Description

Political scientists face the exciting yet formidable challenge of theorizing and empirically testing competing explanations for why citizens make particular voting decisions and how institutional arrangements shape those decisions. How and why do citizens choose which parties or candidates to support? In what ways do electoral systems shape voting behaviour and election outcomes? To what extent do individual factors, such as demographics and policy preferences, or broader conditions like the economy and place of residence, structure and divide citizens' electoral preferences? This course introduces students to core theories, debates, and evidence on elections and voting behaviour. While drawing on broad comparative perspectives, the empirical focus is on Canada, an illustrative case of long-standing multi-party electoral competition, active debates over electoral systems, and increasing political polarization among citizens and elites. Through a series of exercises, students will have the opportunity to apply key theoretical insights and empirical data essential to the study of elections and voting behaviour to their own areas of interest.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of electoral institutions, theories of voting behaviour, and the factors that shape citizens' electoral participation and preferences.
2. Synthesize key arguments and findings from scholarly research on elections and voting behaviour.
3. Critically evaluate the strength and validity of theoretical and empirical evidence in the study of voting behaviour.
4. Effectively communicate evidence-based explanations of voting behaviour and outcomes using theoretical and empirical insights in academic presentations.

Readings

Purchasing textbooks can be costly, and relying solely on a single published book would prevent the course from keeping pace with the latest innovations in research on elections and voting. Consequently, all course readings will be available online through Western Libraries or provided as .PDF files on the course webpage in OWL Brightspace.

Evaluations

Grade Distribution:

This course includes five evaluative components. Table 1 summarizes the weightings and due dates for each component. The following sections provide detailed descriptions of each evaluation, and students are expected to consult the individual assignment instructions to ensure they review all relevant details.

Assignment Name	Weight	Due Date
Demographic Divides Analysis: Group Report and Presentation	15%	Ongoing based on assigned week
Reading Identification Exercise	5%	January 13th
Midterm Exam	30%	February 10th
AI Paper Critical Review	20%	March 24th
Final Exam	30%	TBD by the Registrar's Office

Table 1: Summary of Course Evaluations and Due Dates

1. Demographic Divides Analysis: Group Report and Presentation – 15%

An essential skill for political scientists is the ability to communicate complex findings clearly and effectively to diverse audiences, including academic peers at conferences, government officials in policy consultations, civil society organizations, and members of the general public. These “knowledge mobilization” exercises – translating sophisticated theories and data into accessible and intuitive forms of communication – are crucial for success in both academic and professional settings.

The purpose of this assignment is to develop students’ skills in *telling stories with data* using a newly available interactive webpage: Canadian Voting and Policy Attitudes Explorer and the CVPA R Package. These resources generate long-term estimates of demographic changes in political party support. Developed by political scientists David Armstrong (Western University), Jack Lucas (University of Calgary), and Tyler Romualdi (Western University), they incorporate 680 historical surveys conducted in Canada from 1945 to 2023, drawn from major academic and commercial sources. With more than one million individual responses, the dataset provide an extensive set of demographic variables along with measures of Canadians’ vote intentions and choices.¹

As Lucas and Vipond (2017, 235) note, “for anyone who wishes to describe and explain the richness and complexity of the Canadian political experience, there is no better time than now to go ‘back to the future.’” Students will use pre-generated results from these tools to answer novel empirical questions about long-term demographic divisions in Canadians’ voting behaviour.

Starting in **Week 3 (January 20th)**, the course will feature evidence-based discussion sessions. In each session, two groups, each consisting of three or four students, will summarize and present interpretations of long-term trends in demographic divides in Canadians’ **voting intentions**.

During the first class on **January 6th**, students will sign up for a specific topic week and then be randomly assigned to a small group with others who selected the same week. Each group will focus

¹Students interested in learning more about this dataset can access additional information [here](#).

exclusively on their chosen demographic, submitting a two-page written report and delivering an 8–10 minute in-class presentation during the week outlined below.

- Week 3 (January 20): Gender
- Week 7 (February 24): Education
- Week 8 (March 3): Age group
- Week 10 (March 17): Community size
- Week 12 (March 24): Region
- Week 13 (March 31): Union membership or language (one group for each)

As noted above, this evaluation consists of two major components: a written group report and an in-class group presentation. The group report should be *two pages* in total, double-spaced, and use a 12-point font with 1-inch margins. Students must draw on evidence from three pre-selected “core” readings on their topic to provide a clear theoretical rationale for why their chosen demographic group’s voting behaviour may differ from other segments. The report will also include an empirical evaluation using pre-provided data visualizations of the chosen demographic divide. Students will use these visualizations to address questions about historical party support, the magnitude and timing of advantages for specific parties, the current significance of the demographic divide, and to forecast trends for the next Canadian federal election.

The in-class group presentation should be 8–10 minutes long and delivered using PowerPoint, with each group member speaking equally throughout the presentation. The presentation should summarize both the theoretical and empirical aspects of the report across 10 slides, covering an introduction, the significance of the chosen demographic, theoretical framing, visualization and analysis of trends, a forecast of future patterns, and a proposed question for further research.

Students should carefully review the detailed group report and presentation instructions on the course website. These instructions provide full guidance on report structure, slide-by-slide expectations, submission requirements, deadlines, and peer evaluation to ensure that all group members clearly understand the requirements and expectations for both components.

2. Reading Identification Exercise – 5%

As political scientists engaged in the vast and evolving field of elections and voting behaviour, it is impossible to absorb every detail of the decades of research available. One effective way to address this challenge, however, is to use strategies that help readers understand, engage with, and synthesize the material. As Abbott (2022, 134) aptly notes in his discussion of reading tactics: “Sometimes we want to simply follow a story. Sometimes we want to be stimulated intellectually. Sometimes we want to master the bare bones of the argument. Each has its own strategy.” Developing the ability to engage with complex academic research through effective reading strategies is therefore essential. This assignment will help students refine this skill by providing a structured summary of a paper on elections and voting behaviour, addressing each of the points listed below:

- **Puzzle** – What is the research question(s) and overarching goal(s) of the paper? Clearly summarize the problem the author(s) seeks to address.

- **Method** – How did the author(s) conduct their research? Specify the method(s) used (e.g., survey, experiment, case study).
- **Data/Expectations** – What data source(s) or sample(s) did the author(s) use? If the paper includes hypotheses, state them clearly.
- **Main Argument/Finding(s)** – What is the paper’s central argument and primary finding(s)?
- **Evidence/Main Points** – What is the most important evidence used to support the main argument?
- **Other Important Sub-points** – What additional sub-arguments, counterarguments, or nuances are essential for understanding the paper’s theoretical contribution or main argument?
- **Important Concepts and Definitions** – What key concepts are introduced, and how do the author(s) define them?
- **Questions for Future Research** – What is one important question that emerges from this study that future work could address?

In this assignment, students will evaluate *one* paper pre-selected by the instructor. The written submission should be approximately one single-spaced page in length. All subheadings listed above must be included. Students should copy these subheadings into their review and provide responses under each heading. Bullet points and 11-point font may be used to ensure sufficient detail within the page limit. Please note that all submissions must be written in the student’s own words. The only exception is the direct quotation of a definition from the paper, which must include a reference to the appropriate page number.

The reading identification exercise must be submitted to the course website **before the start of class on January 13th, 2026**. A printed copy must also be provided to the instructor at the beginning of class on the same day. Submissions received after the start of class will be considered late and will incur a **5% per day penalty**, including weekend days.

3. Midterm Exam – 30%

An in-class midterm exam will take place on **February 10th, 2026**. The midterm will include three sections:

1. **Multiple Choice:** Questions will be based on the assigned weekly readings, lectures, and guest talks covered up to the midterm date.
2. **Define and Significance:** Students will define and explain the significance of selected concepts and theories, using relevant examples from lectures and readings.
3. **Essay Question:** Students will choose between two essay topics provided and write a single response.

Additional details about the exam format and expectations will be provided in-class in the weeks leading up to the the midterm date.

Other Important Information:

- **Administrative Notes:** Students unable to attend the midterm due to illness or some other extenuating circumstance are required to submit documentation to Academic Counselling. If a student's request for academic consideration is accepted, the student will be asked to attend a make up exam. There will be only **one** make-up exam scheduled. Scheduling conflicts with another class or tutorial will not be accepted as a reason to miss the make-up, unless that class is holding an exam at the same time. If this is the case, be sure to communicate with the instructor in advance.
- **Policy for Unsubmitted or Denied Midterm Consideration:** If a student does not submit a request for academic consideration after missing the midterm, or their submission is denied, the student will not be able to write a make-up exam and will receive a zero on the midterm.

4. AI Paper Critical Review – 20%

The rise of generative artificial intelligence (AI) poses significant challenges to independent thinking and critical evaluation, which has become a central concern in public opinion research (Romualdi et al., 2025). One area where AI is often viewed as particularly problematic is its ability to complete course assignments and generate research papers. The purpose of this assignment is to help students assess the limits of AI in research generation by engaging in reflective and rigorous critical thinking. Students will evaluate an essay written solely by AI on a major topic in the elections and voting behaviour literature, identifying key limitations in its argumentation, theorization, credibility, and logical coherence. Students will have the opportunity to evaluate *one* paper from the following list of broad topics:

- Gender gaps in political party support
- Urban–rural electoral divides
- The economy and voting behaviour

Students will write a *five-page review* of one of the AI-generated essays. The review should be double-spaced, use a 12-point font, and have 1-inch margins. It must be written in complete sentences and organized with a clear, logical structure. The review must also address two components equally.

- **Component A – Critique (2.5 pages):** Students are expected to first critically evaluate the paper's weaknesses. A set of guiding questions are provided for each section of the paper to support the analysis. The review must address some of the suggested critiques in *each* section and go beyond them by identifying additional shortcomings through independent analysis and engagement with relevant research. To improve clarity and organization, clear subheadings should be used throughout Section A of the critique (for example, "Argumentation" when evaluating the paper's argumentative structure).
- **Component B – Revision (2.5 pages):** Students are then expected to propose substantive revisions aimed at improving the paper's ideas and arguments. This should be done by integrating insights from key arguments and empirical evidence in the core literature on the chosen topic. Students must draw on 6–8 pre-selected readings on the topic, provided by the

instructor, to support and strengthen their paper. The objective is not to summarize these sources, but to critically assess how their concepts, theories, and evidence can be used to develop more coherent, persuasive, and well-supported arguments.

The review must be submitted to the course website **before the start of class on March 24th, 2026**. A printed copy must also be submitted to the instructor at the beginning of class on the same day. Submissions received after the start of class will be considered late and will incur a **5% per day penalty**, including weekend days.

5. Final Exam – 30%

- A culminating exam will be scheduled by the Registrar’s office during the exam period. Please note that the instructor does not have any control over the date and location of the exam.

Course Schedule

Week 1 – January 6th: Introduction

Summary: This week provides a high-level overview of the course themes and topics. The instructor will also explain the assignments, outline the course expectations, and organize the groups for the demographic divide presentations.

Required:

- This syllabus.
- Anderson, C., and L. Stephenson. (2010). “Reading Political Behaviour Research: A Note on Methodology.” In Anderson, C. and Stephenson, L. (Eds.), *Voting Behaviour in Canada*. Vancouver: UBC Press, Appendix.

Week 2 – January 13th: Electoral Institutions

Summary: Which rules and institutions shape elections, and how do electoral systems differ across established democracies? This week examines electoral institutions from Canadian and comparative perspectives.

Required:

- Gallagher, M. and Mitchell, P. (2018). “Dimensions of Variation in Electoral Systems.” In Herron, E.S., Pekkanen, R.J. and Shugart, M.S. (Eds.), *The Oxford Handbook of Electoral Systems*, 23–40.
- Massicotte, L. (2018). “Electoral Systems in Context: Canada.” In Herron, E.S., Pekkanen, R.J. and Shugart, M.S. (Eds.), *The Oxford Handbook of Electoral Systems*, 741–760.
- Archer, K. (2025). “Canadian Election Administration in Transition.” In T. A. Small and R. Koop (Eds.), *Elections in Canada: People, Players, and Processes*, 19–31. Toronto, ON: University of Toronto Press.

Note: Please watch the following video from Elections Canada here.

Week 3 – January 20th: Models and Theories of Voting

Summary: What are the core theories and models of voting behaviour in established democracies? This week examines the main frameworks developed to explain citizens' voting behaviour and their application in Canada and other established democracies.

Required:

- Fournier, P., Nevitte, N., Gidengil, E., Blais, A., and Everitt, J. (2012). "Chapter One: Explaining Vote Choice." In *Dominance and Decline: Making Sense of Recent Canadian Elections*, 1-18. Toronto ON: University of Toronto Press.
- Fournier, P., Cutler, F., Soroka, S., Stolle, D., and Bélanger, É. (2013). "Riding the Orange Wave: Leadership, Values, Issues, and the 2011 Canadian Election." *Canadian Journal of Political Science / Revue canadienne de science politique*, 46(4), 863–897.
- Lucas, J., Sheffer, L., Loewen, P. J., et al. (2025). Politicians' theories of voting behavior. *American Political Science Review*, 119(3), 1304–1321.

Week 4 – January 27th: Political Parties and Party Systems

Summary: In what ways do political parties and party systems shape electoral outcomes? This week draws on key insights from the comparative literature on parties and party organization and examines their development at the national and provincial levels in Canada.

Required:

- Katz, R. S. (2011). "Political Parties." In D. Caramani (Ed.), *Comparative Politics* (2nd ed.), 213–230. Oxford: Oxford University Press.
- Cairns, A. C. (1968). The electoral system and the party system in Canada, 1921–1965. *Canadian Journal of Political Science*, 1(1), 55–80.
- Malloy, J. (2017). Political Parties and the Party System in Ontario. In C. N. Collier & J. Malloy (Eds.), *The Politics of Ontario*, 192–208. University of Toronto Press.

Guest Expert: Dr. Shanaya Vanhooren

Week 5 – February 3rd: Electoral Participation

Summary: Why do some citizens turn out to vote while others do not? This week surveys the key factors that shape voter turnout drawing on evidence from Canada and other established democracies.

Required:

- Stockemer, Daniel. (2017). "What Affects Voter Turnout? A Review Article/Meta-Analysis of Aggregate Research." *Government and Opposition* 52(4), 698–722.
- Gerber, A. S., Green, D. P., and Larimer, C. W. (2008). "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review*, 102(1), 33–48.
- White, S. E. (2025). "Voter Turnout." In T. A. Small and R. Koop (Eds.), *Elections in Canada: People, Players, and Processes*, 203–215. Toronto, ON: University of Toronto Press.

Guest Expert: Dr. Matthew Polacko

Week 6 – February 10th: In-class Midterm

***** **Reading Week: February 16–20th** *****

Week 7 – February 24th: Demographics and Voting Behaviour

Summary: To what extent do voters' demographic characteristics, such as gender, age, race, and education, influence their voting behaviour? This week examines the role of these individual-level factors in shaping electoral choices, drawing on evidence from Canada and other established democracies.

Required:

- Goodyear-Grant, E. and Tolley, E., (2019). Voting for one's own: Racial group identification and candidate preferences. *Politics, Groups, and Identities*, 7(1), 131–147.
- Kiss, S., Polacko, M., and Graefe, P. (2023). "The Education and Income Voting Divides in Canada and Their Consequences for Redistributive Politics." *Electoral Studies*, 85, 102648.
- Titelman, N., and Lauderdale, B. E. (2023). "Can Citizens Guess How Other Citizens Voted Based on Demographic Characteristics?" *Political Science Research and Methods*, 11(2), 254–274.

Week 8 – March 3rd: Partisan Identities, Elections, and Voter Preferences

Summary: What role does partisanship play in citizens' voting behaviour? In an increasingly polarized electoral landscape, this week examines how and why partisanship matters for elections and voting behaviour in Canada and other established democracies.

Required:

- Huddy, L., and Bankert, A. (2017). "Political Partisanship as a Social Identity." *Oxford Research Encyclopedia of Politics*. Oxford University Press.
- Caruana, N. J., McGregor, R. M., and Stephenson, L. B. (2015). "The Power of the Dark Side: Negative Partisanship and Political Behaviour in Canada." *Canadian Journal of Political Science / Revue canadienne de science politique* 48(4), 771–789.
- Merkley, E. (2022). "Polarization Eh? Ideological Divergence and Partisan Sorting in the Canadian Mass Public." *Public Opinion Quarterly* 86(4), 932–943.

Week 9 – March 10th: The Economy and Voting Behaviour

Summary: Do citizens reward or punish incumbent politicians based on the state of the economy? This week investigates key theories and evidence on economic voting and their application in Canadian contexts.

Required:

- Lewis-Beck, M. S., and Stegmaier, M. (2018). "Economic Voting." In *The Oxford Handbook of Public Choice*, edited by D. Congleton, B. Grofman, and S. Voigt, 247–265. Oxford, UK: Oxford University Press.

- Anderson, C.D., McGregor, R.M., Moore, A.A. and Stephenson, L.B., (2017). Economic voting and multilevel governance: The case of Toronto. *Urban Affairs Review*, 53(1), 71–101.
- Anderson, C. D., Romualdi, T., Lucas, J., and McGregor, R. M. (2024). “Don’t Worry, Be Happy (and Vote Out the Incumbent): Economic Anxiety and Incumbent Support.” *Journal of Elections, Public Opinion and Parties*, 1–25.

Guest Expert: Dr. Cameron Anderson

Week 10 – March 17th: The Electoral Consequences of Place

Summary: How does geographic context shape and divide voters’ preferences? This week explores key theories and evidence on the role of local, provincial, and regional contexts in influencing voting behaviour in Canada and other established democracies.

Required:

- Borwein, S. and Lucas, J. (2025). “Place Types.” *Canadian Journal of Political Science*, 1-17.
- Taylor, Z., Jack Lucas, D. A. Armstrong, and R. Bakker. (2024). “The Development of the Urban–Rural Cleavage in Anglo-American Democracies.” *Comparative Political Studies* 57(8), 1339–1374.
- Sánchez-García, Á., Rodon, T., and Delgado-García, M. (2025). Where has everyone gone? Depopulation and voting behaviour in Spain. *European Journal of Political Research*, 64(1), 296–319.

Week 11 – March 24th: Leaders and Candidates

Summary: How are candidates selected, and what role do candidates and party leaders play in appealing to voters and shaping electoral outcomes? This week examines the role and significance of candidates in elections, drawing on both Canadian and comparative perspectives.

Required:

- Pruyssers, S. and Cross, W. (2016). Candidate selection in Canada: Local autonomy, centralization, and competing democratic norms. *American Behavioral Scientist*, 60(7), 781-798.
- Bittner, A. (2018). “Leaders Always Mattered: The Persistence of Personality in Canadian Elections.” *Electoral Studies*, 54, 297–302.
- Kam, C. D., and Zechmeister, E. J. (2013). “Name Recognition and Candidate Support.” *American Journal of Political Science*, 57(4), 971–986.

Week 12 – March 31st: Campaigns

Summary: How do campaigns matter, what do political elites think about their importance, and to what extent can campaigns persuade voters? This week examines key theories and evidence on how political campaigns influence voting behaviour in established democracies.

Required:

- Jacobson, G. C. (2015). “How Do Campaigns Matter?” *Annual Review of Political Science*, 18(1), 31–47.

- Strömbäck, J., Grandien, C. and Falasca, K. (2013). Do campaign strategies and tactics matter? Exploring party elite perceptions of what matters when explaining election outcomes. *Journal of Public Affairs* 13(1), 41-52.
- Broockman, D.E. and Kalla, J.L. (2023). When and why are campaigns' persuasive effects small? Evidence from the 2020 US presidential election. *American Journal of Political Science*, 67(4), 833-849.

Week 13 – April 7th: Reflection and Synthesis

Summary: This week synthesizes the material covered in the course and critically examines key contributions that trace the development of voting and elections research in Canada and challenge conventional theories of elections and voting behaviour in established democracies.

Required:

- Gidengil, E., (2022). Voting behaviour in Canada: The state of the discipline. *Canadian Journal of Political Science*, 55(4), 916–938.
- Achen, C. H., and Bartels, L. M. (2017). “Democratic Ideals and Realities.” In *Democracy for Realists: Why Elections Do Not Produce Responsive Government*, 1-20. Princeton, NJ: Princeton University Press.

Politician Round-table. Note: to be confirmed and subject to the availability of elected representatives.

Course Policies

Late Work

- Assignments submitted after the stated deadline will be subject to a late penalty of five percentage points (5%) per day, including weekend days. Assignments submitted ten or more days after the original deadline will not be accepted and will receive a grade of zero.

Extensions and Academic Accommodation

- Course deadlines are firm. Extensions will be considered only in cases of documented illness or other extenuating circumstances.
- Students seeking an extension must submit a request for Academic Consideration, with appropriate documentation, through Academic Counselling in accordance with Western's Academic Consideration Policy. Requests must be submitted via the Student Absence Portal. Additional information is available through the Office of the Registrar: Academic Consideration.
- **All requests for medical or compassionate extensions must be submitted through Academic Counselling.** Students should not send medical documentation or related materials directly to the instructor.
- If a request for Academic Consideration is approved, the instructor will communicate the revised deadline to the student.
- If no request is submitted, or if the request is denied, the assignment will be subject to a late penalty of 5% per day and will not be accepted ten or more days after the original due date.

Make up work and grade appeals

- There are no opportunities to "make up" any assignments where a student received a grade that they felt was not satisfactory.
- If a student believes an assignment was not graded fairly or correctly, the student must wait **72 hours** after grades are released before submitting a grade appeal. Appeals must be submitted within **seven calendar days** of the grade being released. To appeal, the student must email the instructor a one-page written explanation outlining the specific reasons the assignment is believed to have been improperly graded, explicitly identifying where the evaluation is believed to be in error. The instructor will review the appeal and respond in writing. As part of the review process, the assignment may be re-evaluated in its entirety, and the final grade may remain the same, be increased, or be reduced. The instructor's decision following the appeal is final.

Statement on Student Use of Artificial Intelligence

- This course is designed to reward students for critically identifying the limitations of artificial intelligence in research and academic work, including the generation of original research, data interpretation, and the production of concise yet polished summaries of important scholarship on elections and voting behaviour.

- Students may use AI tools only in the following limited and clearly defined ways: (a) enhancing the visual aesthetic of the group presentation slides, (b) identifying supplementary literature for the AI critical review (noting that AI tools often generate inaccurate or fabricated citations), and (c) performing minor grammatical editing. All submitted work must otherwise be entirely original and reflect the student's own analysis and understanding.
- Students who experience difficulties with these assignments are strongly encouraged to consult the instructor for guidance or advice on how to proceed.
- The use of AI beyond the permitted scope may result in a failing grade on the assignment(s) and may be subject to disciplinary action in accordance with university policies on academic misconduct.
 - If there is concern regarding the originality of submitted work, the instructor may request a meeting with the student to verify authorship and assess the student's understanding of the material. If the student cannot demonstrate that the work is their own, the instructor may require the student to re-write the assignment. Any late penalties accrued since the original due date will apply to the re-submitted assignment.

Statement on Professional Conduct

- The classroom is a professional learning environment. Students are expected to arrive on time, prepared, and ready to engage in discussions. Students should remain attentive and avoid distractions, including the use of cell phones or other electronics for non-class purposes.
- The classroom is also a space for diverse perspectives on elections and voting, in which all viewpoints should be respected. Derogatory or belittling comments are not acceptable.

Guest Lecturers

- Throughout the term, leading experts in Canadian political science will join our weekly meetings to share their insights on specific aspects of elections and voting behaviour. Students are required to attend these sessions, engage respectfully, and take notes as appropriate. The material presented in these lectures may be included in assessments.

Course Communication and Email Policy

- This course makes use of OWL Brightspace. Students are expected to regularly check this webpage for updates regarding all aspects of the course.
- Students are encouraged to email the instructor with any questions or concerns related to the course. The instructor will respond within 24 hours, excluding holidays and weekend days. Please note, however, that response times may vary depending on the timing and nature of the inquiry.
- All Western University students are required to have an @uwo.ca e-mail account. The instructor will only respond to e-mails sent from a Western University account, that clearly identify the sender, and have "POLISCI 3336G" in the subject line.
- All email correspondence should address the instructor as "Professor."
- The instructor **will not** accept assignments by e-mail.

University Policies

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.

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 Offenses

- 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 website: Scholastic Discipline Policy (Undergrad)
- 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.

Submission of Course Requirements

Essays, assignments, take-home exams must be submitted according to procedures specified by your instructor. **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.

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.

Links to University Support Services

- Registrarial Services
- USC Services
- Students who are in emotional/mental distress should refer to: Mental Health@Western for a complete list of options about how to obtain help.

Statement on Gender-Based Violence

- Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website here. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

References

- Abbott, Andrew. 2022. *Digital paper: A manual for research and writing with library and internet materials*. University of Chicago Press.
- Lucas, Jack and Robert Vipond. 2017. “Back to the future: Historical political science and the promise of Canadian political development.” *Canadian Journal of Political Science/Revue canadienne de science politique* 50(1):219–241.
- Romualdi, Tyler, Tyler Girard, Mathieu Turgeon, Yannick Dufresne, Takeshi Iida and Tetsuya Matsubayashi. 2025. “The multidimensional structure of risk: how dread and controllability shape attitudes toward artificial intelligence.” *Journal of Risk Research* pp. 1–15.