

GOVERNMENT, POWER, AND POLITICS
POLSCI 1AA3
Summer 2022

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Course Description

This course explores the political process in Canada and introduces students to some questions of political theory that influence politics in Canada today. For many people, the start, and end, of politics is electoral politics – political parties competing for our votes on election day. While this is a very recognizable form of politics, it is not the only way that politics happens. This course examines politics in a broad sense – what are the ideas and institutions that structure politics in Canada? This course will provide a broad overview of the formal and informal institutions of Canadian politics, but also provides a theoretical overview of concepts like democracy, freedom, and equality.

McMaster has suspended its mask mandate for the Spring – Summer term (at the time of the writing of this course outline). I would prefer masks to be worn in my classroom, but this is not a requirement. If you wish to consult with me face-to-face, either immediately following class or in my office, I require a mask to be worn for that conversation.

Course Objectives

By the end of the course students should be able to:

- Demonstrate an understanding of basic political ideologies that inform Canadian politics
- Demonstrate an understanding of the key institutions of Canadian politics today
- Perform basic research into Canadian politics and write an argumentative essay about key contemporary questions in Canadian politics.

Required Materials and Texts

- Vincent Geoghegan & Rick Wilford, eds. *Political Ideologies: An Introduction*, 4th edition. London: Routledge, 2014. Available for free as a PDF on the course Avenue site, or through the library. “Political Ideologies” in the course outline.
- Stephen Brooks. *Canadian Democracy*, 9th edition. Don Mills: Oxford, 2020. Available at the bookstore. “Canadian Democracy” in the course outline.

Class Format

Lectures will be delivered in person. The course has a participation component, which will be conducted through the discussion groups tool on the Avenue site.

Course Evaluation – Overview

1. Participation – Ongoing through the term, 15%
2. Mid-Term Test – Wednesday, July 6th, 20%
3. Research Paper – Due Wednesday, July 20th, 6.30p, 30%
4. Final Exam – Wednesday, August 3rd, 35%

Course Evaluation – Details

Participation (15%)

On the first day of classes, you will be randomly assigned into a discussion group. If you join this class late, contact the instructor as soon as possible to be assigned into a discussion group.

Participation in this course will be handled through the Discussion tool on Avenue. This participation is designed to replace the weekly hour-long tutorial that would be a component of this course in a Fall-Winter term. At 9am on the day following the lecture, a discussion thread will open based on the preceding day's readings (IE: On Thursday, June 23rd, there will be a discussion thread for the readings on Liberalism). This thread will have a number of questions and prompts designed to start discussion, but students can certainly pose their own questions or thoughts as well. The discussion thread will close at 9pm on the same day.

As this discussion acts as a proxy for in-person tutorials, you should dedicate roughly an hour to the discussion forum each day; this likely won't be in one solid block, consider checking periodically through the day. At a minimum, students should make one substantial contribution to a discussion (3 sentences or more, answering one of the prompts and showing an understanding of the assigned readings) and one minor contribution (1 to 3 sentences, posting a question, replying to a classmates post with more than "I agree"). Note that completing these two posts do not guarantee a passing grade for discussion that day, but they are a requirement for a passing grade. Students who seek an above-average grade in participation should aim to consistently exceed this minimum.

A quality contribution involves reading all required materials, making thoughtful and relevant comments, being courteous to classmates and respectful of opposing viewpoints. Social science involves a good deal of discussion of opposing viewpoints. Students are reminded to be respectful of those with whom they disagree. That said, language and comments which are sexist, racist, homophobic, transphobic, speciesist, or which discriminates on the base of age or ability will not be tolerated.

Mid-Term Test (20%), Wednesday, July 6th, 6.30p – 8.00p

The mid-term test will be a written test, conducted in the classroom during class time. It will cover material from Monday June 20th through Monday July 4th, inclusive. The mid-term test assumes you have attended all lectures and completed all assigned readings. Please note that the readings are designed as a starting point for the week's material, and that lecture will invariably cover topics not in the readings. Thus, it is critical that students attend lecture if they hope to pass the test.

Research Essay (30%), Due Wednesday, July 20th, 6.30p

The research essay asks you to write an argumentative essay answering one of the listed topics below. The paper should be **7 – 8 pages** in length and you should consult no less than **5 academic, peer-reviewed sources**. Through the course, we will discuss how to research and write a strong paper in political science.

The essay mark will be based on the logic of your argument, the clarity of your writing, the viability of your thesis, and the evidence you present to support your thesis. The first task in your term paper is to lay out a clear thesis and central argument. Your paper will be evaluated on your thesis statement (the clarity and feasibility thereof), the quality of your research and presented evidence, and the quality of your writing. A good paper will have a logical flow to it, and an argument that follows clearly from the central thesis statement. You should also read the guidelines for grammar and style in the course outline - part of your grade will be based on your writing style.

Note that you must write on one of the topics presented below. Papers that are not on one of these topics cannot achieve a passing grade.

1. Does Canada's electoral system need to be reformed?
2. Is too much power concentrated in the hands of the Prime Minister?
3. Has the Supreme Court become a policymaker in Canadian politics?
4. Are minority governments better than majority governments for Canadian policy making?
5. Should the Senate be abolished, reformed, or left as-is?

Final Exam (35%), Wednesday, August 3rd, 6.30p – 9.30p

The final exam will be a written test, conducted in the classroom during class time. It will cover the entire course, with a prejudice towards material covered from July 11th forward. The final exam assumes you have attended all lectures and completed all assigned readings. Please note that the readings are designed as a starting point for the week's material, and that lecture will invariably cover topics not in the readings. Thus, it is critical that students attend lecture if they hope to pass the exam.

Weekly Course Schedule and Required Readings

Monday, June 20th: Politics, Power, Democracy

Readings: David Held, "Democracy: From city states to a cosmopolitan order?" *Political Studies* XL, special issue, 1992. AND Canadian Democracy, Chapter 1, "An Introduction to Political Life"

Discussion groups start Tuesday, June 21st on Avenue

Wednesday, June 22nd: Liberalism

Readings: Political Ideologies, "Liberalism"

Monday, June 27th: Conservatism

Readings: Political Ideologies, "Conservatism"

Wednesday, June 29th: Socialism & Anarchism

Readings: Political Ideologies, "Socialism" AND Political Ideologies, "Anarchism"

Monday, July 4th: Feminism & Green Political Thought

Readings: Political Ideologies, "Feminism" AND Political Ideologies, "Green Political Theory"

Wednesday, July 6th: Mid-Term Test

No Readings

No discussion groups on Thursday, July 6th

Monday, July 11th: The Canadian Constitution & Charter of Rights and Freedoms

Readings: Canadian Democracy, "The Constitution" AND Canadian Democracy, "Rights and Freedoms"

Wednesday, July 13th: The Executive

Readings: Canadian Democracy, "The Machinery of Government"

Discussion groups will focus on the executive section of this chapter

Monday, July 18th: Parliament

Readings: Canadian Democracy, "The Machinery of Government"

Discussion groups will focus on the legislature section of this chapter

Wednesday, July 20th: The Bureaucracy

Readings: Canadian Democracy, "The Administrative State"

The last day to withdraw from course without failure by default is July 20th

Monday, July 25th: Federalism

Readings: Canadian Democracy, "Federalism"

Wednesday, July 27th: Political Parties & Elections

Readings: Canadian Democracy, "Parties and Elections"

Monday, August 1st: No Class, Civic Holiday

Wednesday, August 3rd: Final Exam

No readings, no discussion groups

Course Policies

Contact Protocol

You should not address your instructor by their first name unless you have explicit permission to do so. Please address your instructor as "Professor" or "Dr.". The instructor and teaching team will only respond to emails from McMaster email accounts. Note that the instruction team only responds to emails - we do not, for example, respond to messages on Avenue. The instruction team will not respond to emails that are rude or inappropriate.

Please keep the following simple rules for email etiquette in mind:

- Please indicate your full name and course code in the email. Many of us are on teaching teams for many different courses.
- At a minimum, include an appropriate salutation in your email.
- Emails must adhere to minimum standards of grammar that would be found in a workplace. Remember that you are sending an email in a university, not a text message to a friend.
- All communication to the teaching team should come from your McMaster email address.
- Please allow for a minimum of 48 hours for turnaround on emails.

Submission of Assignments

Assignments will be submitted via Turnitin submissions on Avenue. A penalty of 5% per day or part thereof, will be applied to late papers. No paper will be accepted 7 days after the due date. Note that neither Avenue, Turnitin, or my computer can open .pages files (created by certain Mac / Apple word processing programs). Do not submit .pages files – these files cannot be marked, so, as a result will receive a grade of zero.

Technical Requirements for Written Assignments

Papers for undergraduate writing **do not** include abstracts – these are reserved for published, peer-reviewed works. Do not include an abstract, unless explicitly instructed to do so, with your written work. The following technical requirements exist for all written components of this course: 12-point font, one-inch margins, and double-spaced text. All written assignments **must** use Chicago style referencing. Students who do not conform to these instructions risk a penalty to the grade of their written work.

Students should also consult the appended “term paper guidelines” for some simple rules, that will be enforced come marking time, on how to write a proper term paper.

Policy on Remarking & No Extra Credit

You will find that I have very limited enthusiasm (read: none) for grade negotiation. Remarking only happens in the case of some kind of “technical” error during grading - the person marking your paper forgot to read a page of the paper, or some other similar outlier. I am always willing to talk with you about your grades or tips for doing well on

any assignment in the course. However, assigning grades is not a process of bargaining and negotiating. The grade I report to the registrar is the grade you earn based on the items listed in the course syllabus.

After feedback has been provided on an assignment, students should wait 24 hours before contacting the marker with follow-up questions. However, they should wait no longer than seven days, so that any questions can be resolved quickly and without unnecessary problems.

There will be no opportunity to make up extra credit in this course, there will be no alternative assignments offered for this course (except, of course, in the case of those assignments arranged through the SAS centre), nor will there be 'make-up' assignments for missed seminars, missed papers, etc. Please keep in mind that "I need a higher grade to keep my scholarship," "I need a higher grade to maintain my eligibility," "I need a higher grade to graduate," or "I need a higher grade to get into my major" are not valid reasons for extra credit or make up assignments. Requests of this nature will simply be ignored. Please keep this in mind during the course. You will have ample opportunities to receive a very high grade in this course, assuming you avail yourself of all the resources present: attend lecture, do your readings, visit the office hours of the teaching team, or send emails to us when you need help.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments & Extensions

Papers will be penalized 5% per day that they are late. No paper will be accepted seven days past the due date.

Any requests for makeup assignments or extensions sent within a 48-hour window prior to the due date or start time of the assessment in question will only be granted in

exceptional circumstances. I reserve the right to request an electronic copy of any work on the assignment in question completed so far. Requests for an extension received within the 48-hour window will not be considered if the final assignment is not close to complete.

Extensions/makeup tests/assignments are not guaranteed and must be properly requested and approved. You cannot simply miss an assessment, submit the documentation, and assume that a retroactive extension will be granted. If you are genuinely physically incapable of composing a basic email request informing me of the issue and asking for an extension or alternate prior to the assessment, and thus send a request after the assessment has commenced/was due, the individual particulars will be considered; you are to contact me as soon as possible. If you are physically capable of emailing in advance but do not do so your request for an extension or alternate will not be considered.

The format and due date/timing of any alternates or extensions is determined by the professor. Alternate or extra assignments will not be created as a result of a low mark. Do not make assumptions, claim ignorance, or try to abuse this policy.

Absences, Missed Work, Illness

Students are expected to virtually attend class and to complete all class readings. University policies around absences due to illness will be respected. Students should speak with an advisor in their faculty office (e.g. the Faculty of Social Sciences office for students enrolled in Political Science) if they are dealing with complicated health, mental health or life situations that might affect their ability to meet the normal course deadlines.

If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term.

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Except in extreme circumstances, I do not re-weight grades as a result of a submitted MSAF: the due date is extended, or an alternative assignment is created.

Courses With An On-Line Element

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to

www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the

Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Intellectual Property Notice

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under McMaster's Academic Integrity Policy and may also face adverse legal consequences for infringement of intellectual property rights.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be

taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Appendix A: Guidelines for Written Work

Rules for Essay Structure and Writing

1. You need to have a title page and a works cited page. These pages are separate. They do not count towards the page minimum of your paper.
2. Number your pages with numerals centred at the top of the page.
3. Papers for undergraduate writing do not include abstracts - these are reserved for published, peer reviewed works. Do not include an abstract, unless explicitly instructed to do so, with your written work.
4. Do not start your essay, including before your introduction, with a quote, inspirational or otherwise, from a living or dead historical figure (or a fictional one). These rarely have anything to do with the topic at hand, and mostly serve to distract and pad out the page length. Omit them entirely.
5. Follow these steps. Establish your topic. Research the major debates and think through the strongest arguments and counterarguments. Establish your thesis statement. Develop a skeletal structure of the essay based on the arguments and your counterarguments. Write the essay. Then write your introduction. Edit. Edit again. Edit again.
6. When choosing an essay topic, take time to think about what will interest you, what will help you confront the pressing issues in your life, and what will give you a chance to be creative. An essay written like it's a chore will likely be a chore to read.
7. You should, at almost all costs, avoid the personal pronoun - "I". It makes your writing seem sloppy and un-academic. Instead of writing "I will argue," use "this essay will demonstrate," or something similar. If you are using "I," it really makes your essay seem weak.
8. Similarly, to be blunt, I care not for your opinion. If you are writing "in my opinion" frequently, or at all, you probably will not do well. I care about what you can show to me with the support of academic evidence from academic sources. Leave your opinion out and include only what you can support with citations from academic sources.
9. Craft a clear thesis statement. The following example is so broad it is basically meaningless: "This essay will explore Karl Marx's theory of alienation in terms of its political, economic, and cultural implications." Why would anyone invest the time to figure out what the heck the author will argue in this essay? Conversely, this is a clear thesis statement: "This essay argues that Marx's theory of alienation is as important in his later work as his early work, contrary to the assertions of Louis Althusser." A clear thesis statement not only sets the boundaries of your research question, it should also entice readers. If the reader does not know what the thesis of your paper is by the end of the first page, you are unlikely to pass
10. The most important part of any writing is critical analysis. Don't only summarize - also explain and analyze. You should typically summarize and explain only as much as is necessary to get to the good part of your writing: your critical analysis. Don't tack critical analysis on to the end of the essay. It is integral to the entire essay. It begins with your thesis statement.
11. Don't write long, incoherent sentences. Keep them short and succinct, with one main point.

12. Make sure that every sentence includes a subject (noun or pronoun) and a verb.
13. Remove unnecessary words and use concise sentences. Say the most with the least. Remember, you are expected to write at the level of this course - not above it, not below it. If you are using “big” words for the sake of making your essay look more academic or smarter, you run the *very good* chance you’re using words wrong, and this has the opposite effect - it makes you look not at all smart.
14. Your writing should be organized in paragraphs. Each paragraph should have one central theme, idea, or argument you’re trying to convince the reader of. Long, sprawling paragraphs that span multiple pages are improper. Break them down into clear and concise paragraphs.
15. Your audience is an intelligent layperson. Don’t speak down to them, but don’t assume their familiarity with the topic. Provide the necessary context. If you begin explaining what a character did before you explain who the character is, you haven’t provided enough context.
16. Academic writing shouldn’t have an informal, or colloquial, tone: “So, it seems to me that Robert Nozick has a pretty limited idea of free choice and democracy, right?” Nevertheless, don’t hide behind academic-speak either: “It is evident that, when considered in their totality, Nozick’s disquisitions on the freedom of choice, and concomitantly, on the democracy bequeathed by liberal institutions, are quite, albeit not wholly, limited.” Remember, your audience is the intelligent layperson with a nose for academic bullshit. Write clearly and directly: “Nozick’s ideas of free choice and democracy are quite limited.”
17. Unless you are writing directly about something that occurred in the past (e.g., “Simone de Beauvoir died in 1986.”), don’t write in the past tense. Rather, write in the present tense. Consider this sentence: “De Beauvoir asserted that ethics is ambiguous.” This makes her ideas sound dead and gone. Consider this: “De Beauvoir asserts that ethics is ambiguous.” With this, her ideas are living and vibrant. Ethics might be ambiguous, but your writing should not be.
18. You should almost never use block quotes from a source. It makes it look like you have nothing original to say for yourself, so you are just copy-and-pasting the words of another author and filling up space to reach a page limit. If you *must* use block quotes (and you shouldn’t), the proper style is to indent them, justify the edges, and single-space them.

Citation and Citation Style

19. When citing work, irrespective of the citation style, ¹ the footnote and endnote numbers or symbols should follow the comma or period. ² Or, if a direct quotation, as Gray notes, “The numbers or symbols go after the quotation marks”. ³ With regard to in-text citations, as Gray (2017) notes, “With a direct quote, put the year of publication beside the author’s surname and then put the page number after the quotation” (1). When you are citing an idea without directly quoting the author, as Gray (2017, 1) notes, put the year of publication and page number immediately after the author’s name. If you are citing an idea, but not directly quoting and not mentioning the author in the sentence, put the name, year, and page at the end of the sentence (Gray 2017, 1).
20. Bibliographic information belongs in the bibliography, not in the text of the paper! Including it in the paper looks sloppy, and I think you’re filling space because you have nothing to write. Never do this: “in a paper, written by two political scientists, Doug Hagar and Tim Fowler, at Carleton University, entitled, ‘Liking’ Your Union: Unions and New Social Media During Election Campaigns,” published in Labor Studies Journal, they argue.....”. Instead only ever use the

last names of the authors, “Fowler and Hagar (2013) argue that unions have not harnessed the potential of new social media.”

21. The three major citation style (APA, MLA, Chicago), all have easily found style sheets online. Pick one citation style, cite with it consistently, and follow a style guide online. Do not make up your own citation style. Citation errors can cause lost marks.

Specific Punctuation, Spelling, Style, and Grammar Errors to Avoid

22. Use proper Canadian English spelling. Most word processors will default to American English - change to, and use, Canadian or British English.

23. “Ideology” is not a synonym for “idea.” It is not the fancy, academic way of saying “idea.” An “ideology” is a system of idea and ideals, and is usually formed around a political, economic, social, or cultural theory. “I think I shall make a sandwich” is an idea. Liberalism is an ideology.

24. “Whom” is not a synonym for “who.” It is not the fancy, academic way of saying “who.” “Who” refers to the subject of a sentence, “whom” refers to the object of a verb or preposition. Generally, if you can replace the word with “he” or “she,” use who. If you can replace it with “him” or “her,” use whom.

25. Affect and Effect are two different words. In everyday speech, *affect* is a verb. It means to influence something, such as in the headline from the Springfield News, “Duff Shortage Affects Moe’s Customers.” The beer shortage had an impact on some of Moe’s customers: they were without beer. *Effect* is mostly commonly used as a noun meaning the result or impact of something, an outcome. Most of the time, you’ll want *affect as a verb* meaning to influence something and *effect for the something that was influenced*.

26. “Novel” is not a synonym for “book.” A novel is a work of fiction.

27. It is stylistically incorrect to use the phrase “on the other hand” without first using “on the one hand.”

28. There are fourteen separate punctuation marks in standard English grammar. You should learn the difference between them, and how to properly use them. The semicolon is particularly abused in undergraduate writing - the only proper use of a semicolon is to connect two independent clauses - two things that could be a sentence on their own.

29. Don’t use apostrophe s (’s) to form the plural of a noun or proper name. Plural nouns are formed by adding s to the noun with no punctuation. ‘s means a possessive relationship as in phrases like “Canada’s future” or “women’s rights”.

30. Don’t confuse “may have” with “might have”. Use “may have” only if you aren’t certain of the facts. Use “might have” for scenarios that you know did not happen. Correct usage: “Germany might have won the war if it had possessed nuclear weapons.” Incorrect usage: “Germany may have won the war if it had possessed nuclear weapons.”

31. Don’t write “lead” when you mean “led”. Lead is a metal. Led is the past tense of “to lead”.

32. Don't use "amount" to designate a quantity that can be counted. Use "number." Correct usage: "The number of students has increased." Incorrect usage: "The amount of students has increased."