

ISSUES IN CANADIAN POLITICS: CANADIAN POLITICAL ECONOMY

Summer 2021

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Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	4
Course Evaluation – Details	4
Seminar Participation (30%).....	4
Seminar Leadership (10%).....	4
Short Paper (20%), Tuesday July 13 th , 6pm.....	5
Term Paper (30%), Friday, August 6 th , 4pm	5
Reflection Papers (10%).....	6
Weekly Course Schedule and Required Readings	6
Tu June 22 nd : Introduction to Canadian Political Economy.....	6
Thr June 24 th : Innis, Watkins, and the Staples approach to CPE	6
Tu June 29 th : Pentland: The Development of a Canadian Capitalist Class.....	6
Thr July 1 st : Canada Day, no class	7
Tu July 6 th : Leo Panitch & The Dependency Theory.....	7
Thr July 8 th : Situating The State	7
Tu July 13 th : Feminist Political Economy and Social Reproduction	7
Thr July 15 th : Indigenous Peoples and Canadian Political Economy	7
Tu July 20 th : From Keynesianism to Neoliberalism: Welfare State Restructuring	7
Thr July 22 nd : Canada, Globalization, and a North-American Region-State	8
Tu July 27 th : The Environment & Ecological Political Economy	8
Thr July 29 th : Corporate Power in Canada.....	8

Tu August 3 rd : The Working Classes	8
Thr August 5 th : The Political Economy of Migration	8
Course Policies	8
Contact Protocol	8
Submission of Assignments.....	9
Technical Requirements for Written Assignments	9
Policy on Remarketing & No Extra Credit.....	9
Grades.....	10
Late Assignments & Extensions	10
Absences, Missed Work, Illness	11
Courses With An On-Line Element.....	11
Online Proctoring.....	11
Authenticity / Plagiarism Detection	11
Copyright and Recording	12
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	12
Academic Integrity Statement.....	12
Intellectual Property Notice.....	13
Conduct Expectations.....	13
Academic Accommodation of Students with Disabilities.....	13
Faculty of Social Sciences E-mail Communication Policy	13
Course Modification.....	14
Extreme Circumstances.....	14
Appendix A: Guidelines for Written Work	15

Course Description

Political economy studies social relations, particularly power relations, from a materialist perspective. As a field, it attempts to connect the economic, the political, and the cultural, and it understands that all the forces are connected. This course is designed to provide an overview of the study of tradition of Canadian political economy. The course will introduce you to the rich subfield of Canadian political economy as a way to examine Canadian state formation and Canadian economic development. The development of the Canadian economy, and Canada's place in the North American and global economy is of central importance to this course. This course will introduce you to some of the key writers in the field of Canadian political economy, and attempt to answer questions like how Canada emerged as a major industrial capitalist country, what the impact of neoliberalism has been on Canada, how Canada has experienced globalization, and how the variables of markets, power, and class have played out through Canadian economic history.

The course does not assume any previous knowledge of political economy or economics. While you may have picked up some background to political economy during your undergraduate thus far, no previous knowledge is required to excel in this course.

Course Objectives

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

- Understand the “Staples theory,” and its critiques, to Canadian economic development
- Situate the current Canadian state by understanding the history of the state
- Understand key debates and currents in the study of Canadian political economy

Required Materials and Texts

- Heather Whiteside, editor, *Canadian Political Economy*. Toronto: University of Toronto Press, 2020. Abbreviated “CPE” in the reading list.
- Mark P. Thomas et. al., editors, *Change and Continuity: Canadian Political Economy in the new Millennium*. Kingston: MQUP, 2019. Abbreviated “C&C” in the reading list.
- All other readings will be uploaded to Avenue.

Class Format

This course will be structured as a synchronous, three-hour seminar, which will meet via Zoom. Class time will be predominantly used to discuss the assigned readings for the class.

Course Evaluation – Overview

1. Seminar Participation, 30%, ongoing.
2. Seminar Leadership, 10%, once during the term.
3. Short Paper, 20%, Tuesday, July 13th, 6pm.
4. Term Paper, 30%, Friday, August 6th, 4pm.
5. Reflection Papers, 10%, see below.

Course Evaluation – Details

Seminar Participation (30%)

The main component of this course is the in-class discussion. Because the discussion is the most important part of the course, students are expected to show up every class prepared to discuss all the required readings. The participation mark is based on both participation and attendance to class: participation is required to receive a passing grade for the seminar participation component. Simply showing up, and saying nothing at all, will not earn a passing grade for seminar participation.

The participation mark will be based on the quality of the commentary provided by you. Students will be expected to respond critically to the readings and to link themes between the readings each class and between the classes of the course. Students who show up to class, but who do not participate, can expect to receive a grade of 3/10, or lower.

Missing a class for a reason other than an illness (supported with documentation) or other bona fide emergency will have a detrimental effect on your participation grade. An unofficial participation grade will be given to the students approximately half way through the course.

A quality contribution to seminar involves reading all required materials, making thoughtful and relevant comments, being courteous to classmates and respectful of opposing viewpoints.

Political 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.

Seminar Leadership (10%)

Each class, after the first, a student will lead the discussion. The class will start with a brief (10 minutes or less) presentation by the leader on the readings for that class. The presentation is a time for the leader to reflect critically on the articles - to discuss the strengths and weaknesses, link the articles together, etc. You could even discuss how the readings relate to your own academic interests, or how they may link into the research you are doing for the term paper. The leader should not summarize the

readings during this time: come prepared to lead seminar assuming that all the other students have read the readings for the class.

The seminar leader should come prepared with questions designed to generate discussion. The questions should discuss the ideas, theories and case studies presented in the assigned readings. The seminar leader should also guide discussion and provide their own input throughout the seminar. It is expected that the leader guide discussion and have enough questions generated for the full length of the seminar.

If you must miss your presentation due to illness or a bona fide emergency, please endeavour to inform the course instructor as soon as possible on, or before, the day of your presentation.

A seminar leadership grade will be returned the class after the presentation.

During classes where more than one student is leading discussion, please note that the short presentations are separate. The leaders should consult with each other to make sure they do not present on the same material. A separate mark will be assigned to each leader.

Short Paper (20%), Tuesday July 13th, 6pm

The second, third, and fourth class provide an introduction to some of the foundational debates in Canadian political economy – particularly, they introduce the staples theory and some of the engagements with and critiques of the staples approach. You are asked to critically engage with the material from these weeks, with an emphasis on the staples approach. Critical, in this sense, does not mean “find fault with.” You should outline the main arguments presented and discuss where these theories fit in to a broader understanding of Canadian politics, what the most important elements of the argument were, if there were any problematic elements, etc. Please note that the bulk of the marks for this assignment will come from a critical engagement with the text - students who simply summarize the text should not expect a passing grade on the short paper assignment. The short paper should be **4 to 5 pages** in length. You are not required to consult other sources, but you are by no means prohibited from doing so.

Term Paper (30%), Friday, August 6th, 4pm

The term paper should be an in-depth analysis of one of the major topics of this course (ie, one of the topics of the classes in the course). As the tradition of Canadian political economy goes well beyond what can be presented in 13 classes, other areas of research could be considered (for example, there is a long tradition of the political economy of regionalism, an emerging literature around the political economy of urbanism, etc.). If you wish to write in an area outside of the topics on the course outline, you *must* get approval in advance. The specific research question is up to you: the class topics act as broad research topics.

The paper should be **12 - 15 pages**. The essay should be in the style of an argumentative research essay. The essay should have a clearly presented thesis, from which the argument flows naturally. The paper could explore many areas of the topic of your choice - the structure is up to you. You are expected to consult no less than **ten peer-reviewed academic sources** *not* including the assigned readings for this course. The essay mark will be based on the logic of your argument, the clarity of your writing, and the evidence you present to support your thesis.

Reflection Papers (10%)

Students will be asked to submit four reflections based on the seminar readings. These reflections will be **two pages** in length, and should cover the main arguments of the readings, how they integrate into the course and the topic of Canadian political economy, and how they contribute to your knowledge of Canadian politics. Reflection papers will receive a mark out of 10, and your three best reflection papers will count towards your grade in the course. To ensure that students keep up with the readings, a reflection paper will be announced the day before a seminar on the topic you will be reflecting on, and will be due 48 hours after the seminar concludes. Late reflection papers will not be accepted.

Weekly Course Schedule and Required Readings

Tu June 22nd: Introduction to Canadian Political Economy

CPE: Heather Whiteside, "Introduction;" Helleiner, "Historical Canadian Political Economy."

C&C: Clement, "Locating The New Canadian Political Economy."

I also recommend the introduction to C&C by the editors, but it is not required.

Foundational Debates

Thr June 24th: Innis, Watkins, and the Staples approach to CPE

Mel Watkins, "A Staple Theory of Economic Growth," *The Canadian Journal of Economics and Political Science* 29 no. 2 (1963).

Mel Watkins, "Staples Redux," *Studies in Political Economy* 79 (Spring 2007).

C&C: Stanford, "Staples Dependence Renewed and Betrayed."

Tu June 29th: Pentland: The Development of a Canadian Capitalist Class

H. C. Pentland, "The Development of a Capitalistic Labour Market in Canada," *The Canadian Journal of Economics and Political Science* 25 no 4 (1959).

H. C. Pentland, *Labour and Capital in Canada 1650 - 1860*. Toronto: James Lorimer & Company, 1981. Chapter 1, "Slavery In Canada."

Thurs July 1st: Canada Day, no class

Tu July 6th: Leo Panitch & The Dependency Theory

Leo Panitch, "Dependency and Class in Canadian Political Economy," *Studies in Political Economy* 6 (1981).

CPE: Smardon, "Dependent Technological Change."

Situating The Canadian State

Thurs July 8th: Situating The State

Leo Panitch, "The Role and Nature of the Canadian State," in *The Canadian State: Political Economy and Political Power*, edited by Leo Panitch, Toronto: University of Toronto Press, 1977.

John Loxley & Jesse Hajer, "Public-private partnerships, social impact bonds, and the erosion of the state in Canada," *Studies in Political Economy*, 100 (2019).

Tu July 13th: Feminist Political Economy and Social Reproduction

Meg Luxton, "Feminist Political Economy in Canada and the Politics of Social Reproduction," in *Social Reproduction: Feminist Political Economy Challenges Neoliberalism*, edited by Kate Bezanson & Meg Luxton, Montreal and Kingston: McGill-Queen's University Press, 2006.

C&C: Vosko, "Feminist Political Economy and Everyday Research on Work and Employment."

Thurs July 15th: Indigenous Peoples and Canadian Political Economy

C&C: Hall, "A Feminist Political Economy of Indigenous-State Relations in Northern Canada."

CPE: Starblanket & Coburn, "'This country has another story.'"

Tu July 20th: From Keynesianism to Neoliberalism: Welfare State Restructuring

C&C: McBride, "From Keynesianism to Neoliberalism."

CPE: Bryan Evans, "The Politics of Public Administration."

Stephen McBride & Heather Whiteside, "The Canadian State and the Crisis: Theoretical and Historical Context," in *From Crisis to Austerity*, edited by Tim Fowler, Ottawa: Red Quill Books, 2013.

Thurs July 22nd: Canada, Globalization, and a North-American Region-State

CPE: McBride, "Canada's Continental Political Economy" and Fridell, "Canadian Trade and Trade Agreements: Free or Fair?"

Laura Macdonald, "Canada in the North American Region: Implications of the Trump Presidency" *Canadian Journal of Political Science* 53, (2020).

Contemporary Issues and Debates

Tu July 27th: The Environment & Ecological Political Economy

Eric Pineault, "The capitalist pressure to extract: the ecological and political economy of extreme oil in Canada" *Studies in Political Economy* 99 (2018).

CPE: Carter, "Canadian Ecological Political Economy."

Thurs July 29th: Corporate Power in Canada

Kari Levitt, *Silent Surrender: The Multinational Corporation in Canada*. Montreal & Kingston: McGill-Queens University Press, 2002 (1970). Chapter 1, "The Recolonization of Canada."

CPE: Brownlee, "Corporations and Corporate Power."

Tu August 3rd: The Working Classes

C&C: Ross & Thomas, "Organizing in Precarious Times."

CPE: Smith, "Political Economy and the Canadian Working Class."

Thurs August 5th: The Political Economy of Migration

C&C: Sharma, "The Political Economy of Belonging."

Vic Satzewich & Lloyd Wong, "Immigration, Ethnicity and Race: The Transformation of Transnationalism, Localism, and Identities" in *Changing Canada: Political Economy as Transformation*, edited by Wallace Clement & Leah F. Vosko, Montreal & Kingston: McGill-Queen's University Press, 2003.

Course Policies

Contact Protocol

Both the instructor has set time aside for virtual office hours. Please note that all course communication must run through your McMaster email to the McMaster email of the teaching team: I will not be answering course related questions sent via Avenue private messages, for example. When consulting members of the teaching team, please keep the following simple rules for email etiquette in mind:

-At a minimum, include an appropriate salutation in your email.

-Students will be asked to revise, edit and re-send emails that do not meet minimum standards of grammatically correct English. In short, this is a formal communication to a member of the teaching team, not a text message.

-Please allow for a minimum of 48 hours 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.

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. I, personally, prefer Chicago style referencing, but any recognized academic citation system is acceptable. 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 make up 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 (A2L), 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, user names 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](#), 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. Follow these steps. Establish your topic. Research the major debates and think through the strongest arguments and counter-arguments. Establish your thesis statement. Develop a skeletal structure of the essay based on the arguments and your counter-arguments. Write the essay. Then write your introduction. Edit. Edit again. Edit again.
4. 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.
5. 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.
6. 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.
7. 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
8. 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.
9. Don't write long, incoherent sentences. Keep them short and succinct, with one main point.
10. Make sure that every sentence includes a subject (noun or pronoun) and a verb.
11. 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.

12. 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.

13. 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.

14. 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."

15. 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.

16. 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

17. 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).

18. 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."

19. 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

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

21. “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.
22. “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.
23. 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*.
24. “Novel” is not a synonym for “book.” A novel is a work of fiction.
25. It is stylistically incorrect to use the phrase “on the other hand” without first using “on the one hand.”
26. 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.
27. 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”.
28. 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.”
29. Don’t write “lead” when you mean “led”. Lead is a metal. Led is the past tense of “to lead”.
30. 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.”