

**PRACTICE OF POLITICS**  
**POLSCI 3PR3**  
**Winter 2022, Term 2**

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## **Course Description**

How do people living in Canada, citizens or otherwise, fit into, shape, and change Canadian politics? How do we conceive of politics beyond the act of voting? What avenues for (meaningful) change exist in the Canadian political system? This course seeks to answer these questions.

Students will be placed with one of a variety of local agencies that are advocating for some type of meaningful social and/or political change. These placements will offer the class an opportunity to reflect upon the processes by which ideas and interests from civil society are channeled into the formal arms of the political process. We will ask questions about the possibilities that exist for creating change. Correspondingly, we will explore some of the obstacles and roadblocks to achieving meaningful political voice. By the end of the course, students will have an increased sense of the power and possibilities for political action that exist within modern liberal-democratic Canada.

## **Course Objectives**

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

- Actively participate in a political / social movement
- Identify the relationship between local political action and larger political structures
- Understand the various tactics that extra-parliamentary organizations use to effect change in Canada
- Have a broad overview of some of the various political / social movements currently attempting to effect change in Canada

## **Required Materials and Texts**

- Readings will be posted on Avenue

## **Class Format**

This course contains both in-class and out-of-class components.

We will be meeting as a class at least every other week. The goal of these meetings is to discuss some of the key issues associated with civic participation. A set of required readings will be provided for each in-class session, and these readings will form the basis for class discussion.

In addition, it is also expected that each student will provide between 30-40 hours of volunteer labour time outside of class (the number of hours spent on the placement might be less than this, but you should be available for at least this amount of time). The exact nature of the volunteer participation will be determined in conjunction with the placement host. However, suitable projects might include working with a political party

on an election campaign; lobbying the Municipal/Provincial/Federal governments; assisting an organization in designing/implementing a project aimed at giving a larger voice to an otherwise disadvantaged group. There are many possibilities.

## **Course Evaluation – Overview**

1. In-Class Participation – 15%, ongoing through the term
2. In-Class Discussion Leadership – 10%, once per term
3. In-Placement Participation – 25%, ongoing through the term
4. Organizational Biography – 10%, due February 7<sup>th</sup>, start of class
5. Interim Reflection Journal – 15%, due March 14<sup>th</sup>, start of class
6. Final Reflection Journal & Placement Summary – 25%, due April 11<sup>th</sup>, start of class

## **Course Evaluation – Details**

### **In-Class Participation (15%)**

The regular meetings of this class are a key component to this course. The in-class meetings will be a seminar-based discussion – there is no lecture component to this course. It is expected that students will actively participate in seminar discussions. A quality contribution involves reading all required materials, making thoughtful and relevant comments, being courteous to classmates and respectful of opposing viewpoints. ‘Participation’ and ‘attendance’ are not synonyms: students who attend class but do not contribute to discussion should not expect a passing grade for in-class participation.

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.

### **In-Class Discussion Leadership (10%)**

The class will be divided into small groups, and each group will be responsible for facilitating discussion on the readings of one of the in-class meetings. The group will be responsible for supplementing the reading list of one of the in-class meetings and facilitating discussion on the readings and movement of that week.

The group will have to select 2 - 3 supplemental readings or other resources (these need not all be academic, but appropriate selection of readings will factor into your grade), and submit them to the course instructor **at least 7 days in advance** so they can be made available to the entire class.

Once in class, the group should provide a short introduction (~10 minutes) to the movement of the week, and be prepared to lead discussion about the group and the

readings for the entirety of the class. This means coming prepared with critical discussion questions. Each individual in your group will be assigned a separate participation grade.

On Avenue, you will find a “Rubric for Assessing Group Members’ Ability to Participate Effectively as Part of a Team.” Each group member should fill this in and return it to the instructor, via email, no later than 72 hours after the end of your presentation. The data from this form will help inform the grade you receive for your leadership component.

### **In-Placement Participation (25%)**

Since this course involves community engagement, all students are expected to demonstrate a high level of personal responsibility: your participation will have an impact not just on yourself, but also on the community with which you are working. Placement participation will be assessed on the basis of conversations with the placement organization and the data gleaned from your written work.

Students should keep a calendar of all activities they undertook in-placement (a copy of this calendar is posted on Avenue), which should be handed in with your final reflection journal. This calendar will help guide your in-placement participation grade. The instructor reserves the right to confirm the entries of your calendar with your placement.

### **Organizational Biography (10%), due February 7<sup>th</sup>**

The goal of this **4 - 5-page** written assignment is to demonstrate familiarity with your placement organization, including the organization itself and the surrounding socio-political environment. What organization are you working with, and what is its mandate? Who is the organization designed to serve, and what are its goals? Has it been successful at realizing those goals in the past? What strategies and tactics does it use to achieve its goals?

### **Interim Reflection Journal (15%), due March 14<sup>th</sup>**

The goal of the reflection journal is to reflect upon your placement experiences and connect them to what we have been studying in class. You should keep a journal of your placement experiences (this can be anything from quick jottings whenever you work with the placement, to fuller journal entries). Use these journalings to write a **4 – 5 page** reflection piece, describing what you have been doing, what your experiences let you know about civic participation, what you have learned about the participation process, and what avenues and obstacles there are to your organization. Note: you are not handing in your individual jottings, hand in a more formal reflection piece.

### **Final Reflection Journal & Placement Summary (25%), due April 11<sup>th</sup>**

This **10 page** final report is an end-of-term reflection on everything that was accomplished on behalf of the organization during the placement period. You should attempt to place your reflection in a discussion of larger socio-political issues that have been discussed during the term. This report should link your personal placement

experiences with the academic literature that addresses the broader issues surrounding your placement, and around citizen-based politics. There is no minimum nor maximum number of academic sources you should consult for this paper, but your mark will be based, in part, on how you place your experiences in the academic literature. You should also include a completed copy of your placement calendar with this assignment (note that the calendar does not count towards the page count).

## **Weekly Course Schedule and Required Readings**

### **Week 1: Course Introduction (January 10<sup>th</sup>)**

James Cairns and Alan Sears, *The Democratic Imagination: Envisioning Popular Power in the Twenty-First Century*. Toronto: University of Toronto Press, 2012. Chapter 1.

Jeffrey P. F. Howard, "Academic service learning: a counternormative pedagogy," *New Directions for Teaching and Learning* 73 (1998).

Quinn Albaugh & Christopher Waddell, "Social Media and Political Inequality," in Elisabeth Gidengil & Heather Bastedo, eds., *Canadian Democracy From the Ground Up: Perceptions and Performance*. Vancouver: UBC Press, 2014.

### **Week 2: No Class (January 17<sup>th</sup>)**

**Time to be spent on placement work**

### **Week 3: Political Parties (January 24<sup>th</sup>)**

Grant Amyot, "The Waning of Political Parties?," in *Canadian Parties in Transition*, 4<sup>th</sup> ed. Toronto: University of Toronto Press, 2018.

Richard S. Katz and Peter Mair, "Changing Models of Party Organization and Party Democracy: The Emergence of the Cartel Party," *Party Politics* 1, 1 (1995).

### **Week 4: No Class (January 31<sup>st</sup>)**

**Time to be spent on placement work**

### **Week 5: Economic Inequality (February 7<sup>th</sup>)**

Mavis Reimer, "It's the kids who made this happen: the Occupy Movement as Youth Movement," *Jeunesse: Young People, Texts, Cultures* 4,1 (2012).

Jonathan Green, "Mobilizing on the Defensive: Anti-Poverty Advocacy and Activism in Times of Austerity" in *Group Politics and Social Movements in Canada*, 2<sup>nd</sup> ed., Miriam Smith, ed. Toronto: University of Toronto Press, 2014.

Steven Ashby, "Assessing the Fight for Fifteen Movement from Chicago," *Labor Studies Journal* 42, 4 (2017).

Bruno Dobrusin, "\$15 & Fairness Moving Forward," *Our Times*, (Winter 2017/18).

**Week 6: No Class (February 14<sup>th</sup>)**

Time to be spent on placement work

**Week 7: Reading Week, No Class (February 21<sup>st</sup>)**

**Week 8: Black Lives Matter (February 28<sup>th</sup>)**

Laurie Collier Hillstrom, *Black Lives Matter: From a Moment to a Movement*, Santa Barbara: Greenwood, 2018. Chapters 2 – 4.

Daniel Q. Gillion, *The Loud Minority: Why Protests Matter in American Democracy*. Princeton, NJ: Princeton University Press, 2020. Chapter 5: "Does Protest Lead to Voter Turnout or Public Backlash? The Case of Black Lives Matter".

**Week 9: No Class (March 7<sup>th</sup>)**

Time to be spent on placement work

**Week 10: #MeToo (March 14<sup>th</sup>)**

Laurie Collier Hillstrom, *The #MeToo Movement*, Santa Barbara: Greenwood, 2019. Chapters 1 & 3 required, Chapter 2 strongly recommended.

Kaitlynn Mendes et al., "#MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism" *European Journal of Women's Studies* 25, 2 (2018)

**Week 11: Indigenous Movements (March 21<sup>st</sup>)**

Jérôme Melançon, "Idle No More: A Movement of Dissent" *Aboriginal Policy Studies* 7, 1 (2018)

Barker, Adam J., "A Direct Act of Resurgence, a Direct Act of Sovereignty: Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism" *Globalizations* 12, 1 (2015)

**Week 12: No One Is Illegal (March 28<sup>th</sup>)**

Harald Bauder, "The Possibilities of Open and No Borders" *Social Justice* 39, 4 (2014).

Salina Abji, "Post-nationalism re-considered: a case study of the 'No one is Illegal' movement in Canada" *Citizenship Studies* 17, 3-4 (2013).

### **Week 13: No Class (April 4<sup>th</sup>)**

**Time to be spent on placement work**

### **Week 14: Class Wrap Up (April 11<sup>th</sup>)**

The readings this week are important, but come to class prepared to discuss your placement in the context of the course as a whole and the specific readings this week.

William K. Carroll, "Social Movements and Counter-Hegemony" in *A World To Win*, William K. Carroll & Kanchan Sarker, eds. Winnipeg: ARP Books, 2016.

Heather Bastedo, Wayne Chu, & Jane Hilderman, "Outsiders: Agency and the Non-Engaged" in Elisabeth Gidengil & Heather Bastedo, eds., *Canadian Democracy From the Ground Up: Perceptions and Performance*. Vancouver: UBC Press, 2014.

## **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.

The lecturer and the teaching assistants have set aside office hours to meet with students to discuss course material. These office hours are some of your best resources for consulting with the instruction team. If you cannot meet during the office hours, feel free to send an email to the appropriate person, but 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 be written in proper English. Students will be asked to revise, edit and re-send emails that do not meet minimum standards of grammatically correct English.
- 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.

## **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:

<b>MARK</b>	<b>GRADE</b>
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](http://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](mailto: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,<sup>1</sup> the footnote and endnote numbers or symbols should follow the comma or period.<sup>2</sup> Or, if a direct quotation, as Gray notes, "The numbers or symbols go after the quotation marks."<sup>3</sup> 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."