

# PADR 501 Collaboration and Engagement

## Course Outline

Term: Fall 2016

### Course Instructor:

**Dr. Sarah Marie Wiebe:** School of Public Administration & Department of Political Science

**Contact Information:** [swiebe@uvic.ca](mailto:swiebe@uvic.ca), 778-977-4669

**Office Hours:** Thursdays 1:00-4:00 pm, HSD A344 and by appointment

### Calendar Description:

Prepares students for public and non-profit sector work environments by developing conflict competence skills to anticipate, identify, prevent, mitigate, manage and/or resolve conflict. Through case studies, students develop self-awareness around personal conflict style and interpersonal skills to work collaboratively by building consensus and problem solving. They develop communication, negotiation and facilitation skills. Conflict theory provides an understanding of the nature and sources of conflict and primary models to manage and contain disputes.

### Course Schedule / Delivery Method:

**Course Meeting Time and Place:** Fridays, 9:30am-12:20pm, David Strong Building, C122. Please note that on October 14<sup>th</sup> and November 4<sup>th</sup>, you will attend two all-day workshops beginning at 9:30am on Negotiation and Facilitation skills, led by Jamie Chicanot. In addition, course material will be delivered online through a CourseSpaces website. CourseSpaces is a web-based learning management system. The course site includes assigned readings, instructor notes, and assignments.

### Course Goal:

Students will engage with critical frameworks, theories, and practical skills applied to environmental conflict, democracy and engagement while developing necessary skills to collaborate with others and effectively recognize, analyze and respond to conflict.

### Course Overview:

This course takes a critical approach to examining the theory and practice of managing conflict with a particular emphasis on environmental conflict, democracy and engagement. It offers an environmental justice lens to the study of conflict and introduces diverse perspectives pertaining to their resolution through an integrative case study. Whether working across levels of government, in not-for profit, public, or private partnerships, or with contentious stakeholder groups, our current political environment requires collaboration and engagement skills. In diverse work environments within both the public and private spheres, professionals need to be well versed in civil discourse, conflict management, and collaborative leadership. Students will acquire knowledge and develop skills needed to respond effectively to conflict. They will learn how to develop, implement, and sustain collaborative decision-making strategies and mechanisms to enhance the theory and practice of deliberative governance.

### Learning Objectives and Outcomes:

- 1. Critically examining select sites of environmental conflict.** By completion of this course module you will be able to:
  - Define major domains of conflict;
  - Describe and assess a range of issues, positions and interests;
  - Identify the relationship between environmental conflict and governance;
  - Describe the differences between various approaches to problem solving;
  - Apply conflict management skills through the integrative case-study.
- 2. Investigating conflict theory and resolution.** By completion of this course module you will be able to:
  - Identify and distinguish between several approaches to conflict theory;
  - Examine and assess problem-solving approaches;
  - Integrate active listening and empathy skills during negotiations;
  - Enact several stages of a multi-step conflict resolution process;
  - Demonstrate the knowledge, skills and disposition of an effective negotiator.
- 3. Deepening negotiation and facilitation skills.** By completion of this course module you will be able to:
  - Define the role of a facilitator and distinguish this from the roles of a negotiator and mediator in other collaborative arenas;
  - Outline process elements to manage meetings and build consensus;
  - Describe the purpose of groups and identify characteristics of effective groups;
  - Outline a consensus model for making decisions and solving problems; and,
  - Identify the balance that is core to any facilitation in which facilitators are process leaders or guides while remaining faithful in their service to others.

### Course Readings & Materials:

The course readings include two textbooks and additional articles located on the CourseSpaces website. The textbooks are available from the University Bookstore and the additional readings are available from the UVic online library or on the Internet. The required texts are:

1. Rioux, Jean-François and Vern Neufeld Redekop. (2013). *Introduction to Conflict Studies*. Oxford: Oxford University Press.
2. Adkin, Laurie. E. (2009). *Environmental Conflict and Democracy in Canada*. Vancouver: UBC Press.
3. Atleo, Richard. (2004). *Tsawalk : A Nuu-chah-nulth Worldview*. Vancouver: UBC Press.
4. Trospen, Ronald L. (2009). *Resilience, Reciprocity and Ecological Economics: Northwest Coast Sustainability*. New York : Routledge. (Available through the UVIC library as an e-book).



### Course Schedule:

*\*Note: Please consult Course Spaces regularly for any modifications updates. Topics may change due to guest speakers and student interest and feedback. Full citations for all required journal articles are posted on Course Spaces and below the schedule.*

Week	Topic	Assignments	Due Date
<b>Week 1 - Sept 9</b>	<b>Orientation</b>		
<b>Week 2 - Sept 16</b>	<b>Introducing Conflict &amp; Citizenship</b>		
<b>Reading:</b>	Rioux & Redekop Ch 1; Adkin Ch 1		
<b>Week 3 - Sept 23</b>	<b>Approaching Conflict &amp; Justice</b>		
<b>Reading:</b>	Rioux & Redekop Ch 9, 15; Schlosberg 2013; Yanow 2007		
<b>Week 4 - Sept 30</b>	<b>Communication &amp; Conflict</b>		
<b>Reading:</b>	Rioux & Redekop Ch 10; Harrison 2002; Feldman et al., 2004; Shanahan et al., 2011.		
<b>Week 5 - Oct 7</b>	<b>Addressing Conflict</b>		
<b>Reading:</b>	Rioux & Redekop Ch 11; Schmidt 2010; Asquer 2014		
<b>Week 6 - Oct 14</b>	<b>Practicing Negotiation Skills – Led by Jamie Chicanot</b>	Environmental Conflict Analysis Paper (15%)	Oct 14
<b>Reading:</b>	Rioux & Redekop Ch 2, 12		
<b>Week 7 - Oct 21</b>	<b>Environmental Conflict &amp; Democracy</b>	Negotiation Posting (10%)	Oct 21
<b>Reading:</b>	Adkin Ch 4, 5, 14; Trospen Ch 1		
<b>Week 8 - Oct 28</b>	<b>Environmental Stewardship: Indigenous Perspectives</b> <b><u>Guest Speaker: Eli Enns</u></b>		
<b>Reading:</b>	Atleo Ch 1, 2, 3; Trospen Ch 3		

<b>Week 9 - Nov 4</b>	<b>Negotiation &amp; Facilitation Skillsbuilding – Led by Jamie Chicanot</b>	Environmental Justice Strategy (20%)	Nov 4
<b>Reading:</b>	Rioux & Redekop Ch 14, 17		
<b>Week 10 - Nov 11</b>	<b>***Reading Break – No Class***</b>		
<b>Week 11- Nov 18</b>	<b>Reconciliation</b>	Facilitation Posting (10%)	Nov 18
<b>Reading:</b>	Rioux & Redekop Ch 13; Trospen Ch 9, 10; Corntassel, J., Chaw-win-is & T’lakwadzi 2009		
<b>Week 12 - Nov 25</b>	<b>Course Wrap-up</b>		Nov 25
<b>Reading:</b>	Rioux & Redekop Ch 16; Adkin Ch 18; Atleo Ch 4, 7		
<b>Week 13 - Dec 2</b>	<b>Case Study Team Presentation</b>	Presentation (5%)	Dec 2
		Conflict Resolution Paper (30%)	<b>Dec 7</b>

Complete Journal Article References (Available through the University of Victoria Library):

### Sept 23 – Approaching Conflict & Justice

Schlosberg, David (2013). “Theorising environmental justice: the expanding sphere of a discourse”, *Environmental Politics*. 22(1): 37-55.

Yanow, Dvora (2007). “Interpretation in Policy Analysis: On Methods and Practice”, *Critical Policy Analysis*. 1(1): 110-122.

### Sept 30 – Communication & Conflict

Harrison, Kathryn (2002). “Ideas and Environmental Standard-Setting: A Comparative Study of Regulation of the Pulp and Paper Industry”, *Governance: An International Journal of Policy, Administration and Institutions*. 15(1): 65-96.

Feldman, Martha S., Kaj Sköldberg, Ruth Nicole Brown and Debra Horner (2004). “Making Sense of Stories: A Rhetorical Approach to Narrative”, *Journal of Public Administration Research and Theory*. 14(2): 147-170.

Shanahan, Elizabeth A., Michael D. Jones, and Mark K. McBeth (2011). “Policy Narratives and Policy Processes”, *Policy Studies Journal*. 39(3): 535-561.

### October 7 – Addressing Conflict

Schmidt, Vivien A., (2010). "Taking ideas and discourse seriously: explaining change through discursive institutionalism as the fourth 'new institutionalism'", *European Political Science Review*. 2(1): 1-25.

Asquer, Alberto (2014). "Using Analytic Narratives in Policy Analysis: An Explanation of the Implementation of the Water Reform in Italy (1994–2002)", *Journal of Comparative Policy Analysis: Research and Practice*. 16(1): 79-93.

### November 18 – Reconciliation

Corntassel, Jeff and Chaw-win-is T'lakwadzi (2009). "Indigenous Storytelling, Truth-Telling and Community Approaches to Reconciliation", *ESC*. 31.5 March 2009. 137-159.

#### Assignments:

Assignment	Percentage	Due Date
1. Environmental Conflict Analysis Paper	15%	Oct 14, 2016
2. Environmental Justice Strategy	20%	Nov 4, 2016
3. Negotiation Skills Posting	10%	Oct 21, 2016
4. Facilitation Skills Posting	10%	Nov 18, 2016
5. Integrative Case Study Team Presentation	5%	Dec 2, 2016
6. Conflict Resolution Paper	30%	Dec 7, 2016
7. Participation	10%	Ongoing

#### Assessment Criteria

In all of your written work for this course, the instructor will be looking for evidence of **expression**, **critical thinking**, and **content**. The instructor has defined these criteria as follows:

- **Expression:** Sentence mechanics and style. You include concepts, terms and ideas from the text, our weekly discussions and the weekly applied activities or case studies.
- **Critical thinking:** You heed the structural bounds of each assignment, matters of document design and citation conventions. Thoughtful application of course themes, theories and concepts.
- **Content:** Your work demonstrates insightful engagement, novelty and attention to detail, supported by evidence and proper academic referencing.

For details on course evaluation at the graduate level, see the University of Victoria Faculty of Graduate Studies site: <http://web.uvic.ca/calendar2014-09/GRAD/FARe/Grad.html> (outlined on the next two pages)

### Faculty of Graduate Studies – Grading Scale

Grade	Grade Point Value	Percentage *	Description	Achievement of Assignment Objectives
A+	9	90 – 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 – 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80 – 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 – 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 – 76	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 – 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 – 69		
C	2	60 – 64		
D	1	50 – 59		
F	0	0 – 49	Failing grade	Unsatisfactory performance. Wrote final examination and completed course requirements.
CTN	Excluded Grade	N/A	Continuing	Denotes the first half of a full-year course.
FNC	Excluded Grade	N/A	For No Credit	Denotes a 100–299 level undergraduate course for no credit in the Faculty of Graduate Studies.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student’s work.

Other Failing or Temporary Grades			
N	0	0 – 49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
COM	N/A	N/A	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
INC	N/A	N/A	Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
CIC	N/A	N/A	Co-op Interrupted Course. Temporary grade. See " <a href="#">General Regulations: Graduate Co-op</a> ".
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.
<p>* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.</p>			

### Detailed Assignment Descriptions:

\*Note: further details for all assignments will be provided in class and via CourseSpaces

#### *Assignment 1 – Environmental Conflict Analysis Paper – 15%*

**Due:** October 14<sup>th</sup>, 2016    **Length:** 1,000 words    **Submit:** Course Spaces Dropbox

**Read:** All readings assigned up to October 14<sup>th</sup>

**Purpose:** To be an effective conflict specialist, simultaneously you will need to think holistically, technically, and reflectively. This assignment is intended to have you tune into the multiple of factors (internal and external; individual and collective; developmental) that shape your responses to conflict. It will also assist you to think critically about historical, political, economic and sociological features of conflict that are key to conducting a conflict analysis in a contemporary environmental context.

**Task:** Select two environmental conflict situations: one from the *Environmental Conflict and Democracy in Canada* course textbook and one that circulates in contemporary media. Do the following tasks for each of those situations:

1. Describe the situation in “who did what, where, and why” terms.
2. Reflect on every factor you can think of that enabled it to arise, and every factor you can think of that constrained it from escalation (if any) and/or resolved it in any way. Interpret the term “factor” in a broad way because it may include anything specific to the situation and anything relevant to you in hindsight.
3. Now explain the connections among at least two of the factors you have identified. In other words, identify the systemic (political, economic, social, historical, etc.) factors operating in the interactions. Where possible, use new concepts from the readings to describe the enabling, constraining, or resolving factors.
4. Add a few sentences in your reflection on anything that was different about you when you compare the two situations in this assignment.
5. Be sure to incorporate at least four required readings from the course material.

#### *Assignment 2: Environmental Justice Strategy – 20%*

**Due:** November 4<sup>th</sup>, 2016    **Length:** 1,500 words

**Submit:** One member of your team must submit this assignment via Course Spaces Dropbox

**Read:** All relevant course readings up to November 4<sup>th</sup>, especially weeks 3, 7 & 8

**Description:** This is a team submission; one person from your team must submit this assignment via Dropbox. Be sure to list all team names on the assignment cover page. Drawing upon the relevant theories and concepts of environmental justice, by focusing on the integrated case study that you are working on this semester, critically reflect on what you have learned about with respect to: a) distributive, procedural and discursive approaches to environmental justice; b) the systemic injustice informing the selected conflict being negotiated and c) how a stakeholder can strategize to effectively work with existing power structures to negotiate and work towards conflict resolution.

**Task:** Your assignment must include the following components, indicated as sub-headings:

Part 1: Case Background and Context (500 words)

Part 2: Theoretical Framework and Approach (500 words)

Part 3: Strategy for Social Change (500 words)

As a team, you must go further than your assignment for PADR502 to apply theoretical tools of environmental justice and to develop a strategy for social change. In Part 1 of this assignment, you must provide a succinct yet detailed background of the integrative case and context. Be sure to include relevant references to course content and media sources as well as government documents to provide current and up-to-date information. Clearly identify how different stakeholders perceive the problem and list relevant legislation. Part 2 must draw connections between environmental justice theories and tools and apply them to this specific case. Part 3 will go further to make a recommendation to a relevant policy maker and suggest a course of action to address the conflict. Be prepared to discuss this strategy during classtime.

#### *Assignments 3 & 4: Negotiation and Facilitation Skills Postings – 20%*

**Due:** October 21<sup>st</sup>, November 18<sup>th</sup>, 2016 **Length:** 500 words **Submit:** Course Spaces Dropbox

**Description:** There are two posting assignments (Post 1: Oct 21; and Post 2: Nov 18). You will be invited to respond to a query or activity and script a 500-word post to share with your peers. You will also be expected to respond to at least one of your peers' posts, within 48 hours of the post deadline, to receive the full mark. Your response must do the following: a) engage with course material to date; b) reflect on skillsbuilding activities during classtime; and c) pose reflective questions for broader group consideration. The idea here is to keep you on track with your readings, reflect on the intensive training, and to engage with your peers throughout your learning journey. These posts also assist your instructors with tracking your learning experience. Each posting will close at 11:55 P.M. on the submission date.

#### *Assignment 5: Integrative Case Study Team Presentation – 5%*

Throughout the fall semester, you will be completing an integrative case, which you will present to the class on December 2nd and submit a copy of any notes/slides on CourseSpaces by midnight the day before. Many topics in this course can be applied to your analysis and assignments. In this assignment you will be assessed on your ability to apply your learning about negotiation theory to the case study. The facilitation skills you learn throughout the course (and which you will demonstrate in your posting assignments) will also be a useful tool as you work with your team on the integrative case. We will also provide feedback, pointers and tips throughout the course, but the onus is on you to continuously reflect on how the course material applies to features of the case. You are welcome to ask questions about the links between the course material and your case anytime in class or during office hours. If you make an appointment with the course instructor for the purpose of discussing links between PADR 501 and the case, you may wish to consider inviting a number of team members or the whole group to this meeting.

#### *Assignment 6: Conflict Resolution Paper – 30%*

**Submit:** Individually via Course Spaces Dropbox **Length:** 2,000 words **Due:** December 7<sup>th</sup>, 2016

**Description:** Select a contemporary environmental conflict not substantively addressed in this course. Building upon Assignment #1, reflectively and critically analyze how this environmental conflict emerged. Aligned with Assignment #2, apply an environmental justice lens and develop a strategy to manage the identified conflict. In this paper, be sure to discuss various understandings of conflict analysis, negotiation, and facilitation. In each instance refer to a theoretical and practice learning. This assignment should include at least six references from the readings assigned throughout the course as well as at least six additional scholarly sources (i.e. peer-reviewed journal articles and books) and relevant media sources.

### *Assignment 7: Participation – 10%*

**Description:** Throughout the course you will be encouraged to engage with the materials, your peers, guest trainers/speakers, and your overall learning experience. To receive participation marks, you must sign up to be a discussion leader for one topic throughout the course schedule, when you will provide a reading summary to your team and pose questions to facilitate discussion. During the course, there will be opportunities to practice your negotiation and facilitation skills. Participation will be assessed by demonstrating familiarity with the reading materials, showing up to class, participating in class activities/role plays, team work, and conducting peer evaluations. Engaging and participating in classroom activities will provide opportunities for you to apply what you have been reading about and develop capacities as a conflict specialist. You are expected to take responsibility for your own learning as you practice these skills. Students are required to demonstrate professionalism routinely by coming to class regularly, prepared, and on time. You must do all the readings assigned for each class and be ready to discuss them. Participation is based qualitatively (5%) and quantitatively (5% based on attendance, 1% lost per absence). Below are some pointers.

Students who do well in class discussions have completed all readings prior to each class. Students are also expected to demonstrate their critical thinking ability, raise thought-provoking questions that lead to constructive class discussion, and go beyond the "facts" of a reading and establish connections between facts and theory (e.g.: How does a particular reading relate to the literature/theories presented in the other readings?). Your contributions ought to advance your own education as well as that of the class as a whole. At the same time, it is important to 'share the floor' and listen to your colleagues and do not attempt to dominate every conversation.

In preparation for each class, students should ask the following:

- What is the major subject and theme of the article/chapter?
- What is the major question the author addresses?
- What techniques, tools of analysis, or methods are employed by the author to answer the question?
- What major points does the author make?
- What does the author conclude? What suggestions are made?
- What is the relevance of the article to the main topic being discussed in class?
- What are the similarities and differences between the assigned readings?
- What are the strengths and shortcomings of the assigned readings?

Asking good questions prepares you to discuss the readings. It should distill your reading experience into discussion questions that solicits the responses of the group, drawing others into a collective *dialogue* on the readings. Taking questions seriously is important as it should lead you, and the others to whom you are asking it, and push you and your peers further in your thinking about what has been written.

**Good discussion questions are “open-ended”:** They have a complex answer and/or a range of possible answers. They are usually not “closed-ended,” meaning that there is a particular, discrete answer. More importantly, good discussion questions are *genuine*. That means you have not already made up your mind what the answer is. For example if you ask, “do changes to environmental impact assessment laws adversely affect citizen engagement?” and you really have not made up your mind if the government is right or not, your question is genuine. You are really *asking*. If, on the other hand, you ask, “Harper can’t *really* believe it is right to change the EIA act, can he?” you have made up your mind that it is wrong. You are really *telling*, not asking. *Ask, don’t tell.*

**Good, genuine questions can be descriptive:** These ask about what actually *is* happening in the reading or in the world. Examples: “Does the author mean to say...?” or “What does the author’s use of the term objectivity mean in this text?”

**Good, genuine questions can also be normative:** Normative questions ask what *should be* going on in the readings or in the world. For example, the question above about whether the federal government is right to streamline laws is normative. Normative questions open up the issue of values, of what people think the world *should* be like. You can ask either descriptive or normative questions in your questions.

**One last thing:** As we move along in the class, you might find it helpful to think about the readings in conversation with each other. By this we mean that you might start thinking about the commonalities and differences between the arguments made by different authors. Some arguments will seem more compelling to you. Ask yourself why, and try to think the differences through.

#### Course Policies:

- **Course Communication:** I prefer to discuss course assignments and content during office hours. Please email me to set up a meeting outside of designated office hours if you have a conflict in your schedule. Generally-speaking, I will respond to written requests and questions within 24 hours, except on weekends when my responses can be delayed. Formal communication models are expected (which is to say, you should sign your name in every email, use proper salutations [Dr. Wiebe, Professor Wiebe, Professor] and check your email messages for grammar and spelling). Even if your message is a brief note sent on social media (i.e. my twitter account is @smwiebe), you should follow-up formally via email and expect a response within 24-48 hours.
- **Assignment Formatting Requirements:** when you are asked to submit an assignment, you are required to follow these formatting guidelines:
  - Submit your assignment as a Word document (.doc or.docx).
  - Assignments are mandatory and due at 11:55 PM on the dates specified.
  - Use either space and half or double spacing for all your assignments
  - Use 12 point fonts and a consistent font throughout
  - Use at least one inch margins (preferably 1.5 inches)

- Include your last name in the assignment filename: LastName\_Assignment\_1.docx
  - Include your first and last names and your preferred email address in the upper right corner of each page of the assignment
  - Include page numbers in your assignments
  - Be sure to proof your assignments well for spelling mistakes and other editorial errors
  - Use APA formatting and always include a complete bibliography, see:  
<http://www.uvic.ca/library/research/citation/guides/>
- **Academic Ethics:** working in an academic setting is often different from working in the public or the non-profit sectors in terms of the ways that materials are attributed. Reports or presentations that are done in work settings are often the joint product of several persons, and may include information that is compiled from previous reports, the Web, and other sources. Often, there are no explicit expectations about how others' works are to be cited or referenced.

In universities, including the University of Victoria, there are explicit expectations about acknowledging other's work (their written work in particular) in your own papers, reports and presentations. All students at UVic are expected to observe the standards of scholarly integrity that are summarized in the UVic Calendar:

<http://web.uvic.ca/calendar/FACS/UnIn/UARe/PoAcl.html>

Read the UVic calendar entry on plagiarism. If you have any questions contact the instructor. DO NOT make an assumption about whether a given situation is or is not an instance of plagiarism – check. And do so well before the deadline for a paper or project report.

**The School of Public Administration reserves the right to use plagiarism detection software or other platforms to assess the integrity of student work.**

- **Meeting Your Deadlines:** Please stay on schedule as you work through your course materials and assignments. Give yourself adequate work time to complete the readings and undertake the activities and discussions. It is possible (but unlikely) that you will do your best work at the last minute.

If you have any questions or concerns about the academic content of the course, please contact your instructors. We expect you to fully participate in the discussions and submit your assignments by the deadlines noted in the current Schedule.

If for some reason (such as a family emergency or ill health) you require an extension of a deadline, you must contact the instructors before the deadline. If you are ill, a medical certificate from your doctor may be required.

- **Penalties for Late Assignments:** deadlines are important in school and work life. We have set the following course policy on the submission of assignments:

Assignments are mandatory and due at 11:55 PM on the dates specified. Late work will be penalized at 10% per day unless a student has documented extenuating circumstances (health, family emergency) and has made arrangements with the instructor.

Do NOT e-mail assignments. Post assignments to the CourseSpaces website. Please note that it is incumbent on the student to be familiar with the online setup of the course (including the procedure for uploading assignments and the required format for assignments).

Please keep a copy of all work - including material you hand in - until final marks have been posted.

### *Student Responsibilities:*

If you have any questions or concerns about the academic content of the course, please contact your instructor. We expect you to participate in the discussions and submit your assignments by the deadlines noted in the current Schedule. If for some reason you require an extension of a deadline, you must contact the instructor before the deadline. For injury or illness, documentation may be required.

### *Course Experience Survey*

The School of Public Administration values your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience. The survey is vital to providing feedback to our school regarding the course and our teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (<http://uvic.ca/mypage>). If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. We will remind you and provide you with more detailed information nearer the time.

### University Academic Policies

- Important University Dates: (note in particular course drop dates). See: <http://web.uvic.ca/calendar/GI/2AYeID.html>
- [Undergraduate grading scale](#)
- [Graduate grading scale](#)
- [Academic integrity](#)
  - Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.
  - **The responsibility of the institution**  
Instructors and academic units have the responsibility to ensure that standards of academic

honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

- **The responsibility of the student**

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

- It is your responsibility to understand the University's policy on academic integrity

- [RCSD Guidelines and Diversity Statement](#) (Equity and Human Rights)

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

- [Grade review](#) (Undergraduate students)
- [Grade review](#) (Graduate students)
- [Undergraduate academic concessions](#)
- [Professional conduct](#)
- [BC Freedom of Information and Protection of Privacy](#)