

POLISCI 2290

Introduction to Political Leadership Syllabus 1.0

Fall–Winter 2017–8

BR-UH30

Tuesdays 1330H–1420H; Thursdays 1230H –1420H

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Office: Room 216 Ursuline Hall

Office Hours: Tuesday 1430 – 1530H, Wednesday 1230 – 1330H and Thursday 1330 – 1430H

Please do not use OWL to e-mail me. OWL is reserved for my use to address the entire class. Messages sent by OWL will not be answered.

Overview

This course examines the core elements of political leadership – the nature and significance of political leadership, the primacy of power, the styles of political leadership, and the skills and competencies associated with political leaders. The course focuses on helping students develop their research methodologies. The course also considers the philosophical foundations of political leadership (Plato, Machiavelli, and others) and analyzes case studies of both good and bad leaders.

The course is without any pre-requisites. The course begins at the beginning of the study of political leadership.

Goals

By the end of the course, students will be able to do the following:

- Illustrate the challenges in defining political leadership and demonstrate the significance of leadership in politics.
- Assess the different types of power underlying political leadership – soft power, hard power – and apply them to varying situations in politics.
- Appreciate the skills and competencies of effective

Materials

Michael Foley, *Political Leadership: Themes, Contexts, Critiques*. Oxford University Press.

Albert O. Hirschman. *Exit, Voice, and Loyalty*. Cambridge, MA: Harvard University Press, 1970. 162 pp. <http://alpha.lib.uwo.ca/record=b4240938>

Both texts are mandatory.

Any other reading assignments, as identified and assigned during the course, will be provided on-line.

Milestones

30 November, 2017

Last day to drop a full course without academic penalty

Notice

If necessary, this syllabus may be amended at the instructor's discretion after appropriate notice and discussion.

Any extension of assignment deadlines, provision for make-up assignments or any other exception to the policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion.

Computers will not be permitted in this class without a medical reason. I am not being arbitrary. [Research has proven that students using computers in class hinder their](#)

leadership and be able to apply them in difficult political situations.

- Acknowledge the sheer difficulty of exercising political leadership successfully.
- Analyze the origins of the political, economic, social and cultural forces that shape the world today.

[own learning](#).

[More importantly, they also affect the ability of students around them to learn.](#)

Any extension of assignment deadlines, provision for make-up assignments or any other exception to the policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion. **Conditions regarding acceptable submissions of written work are not negotiable. Failure to meet the requirements laid out in this syllabus will result in a zero for the exercise.**

No electronic device of any kind will be permitted during any in-class exam in this course without my express permission. **Failure to obtain this permission will result in an automatic zero for the exam.**

Requirements

Classes will be held as scheduled unless I, or the college, notify you directly. Classroom attendance and participation are essential for success in the course. Students are expected to read assigned material before class and to come prepared to participate in classroom activities. **The course text and any assigned readings for the day should be brought to every class.**

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with your professor if you experience any challenges attending class or completing work.

Please note: late assignments will be penalized 3 points *per day*. Hard copies of the assignments are due at the end of class. Assignments handed in after class will be considered late. You can, however, post your assignment to OWL after class, provided you do so the same day that it is due. Assignments that are handed in more than one week after the due date will **not** be accepted **without documentation from an academic advisor.**

Evaluation

Course Component	Weight	Due Date	Purpose
In Class (15 points)			
Responses to readings (Class contribution)	15%	Ongoing	Informal notes, observations, and questions reflecting your engagement with the ideas presented in the readings and other classroom material
SHORT Papers (35 points)			
Book Reviews (3+7+15)	25%	October 26	Learning to use theories in structuring research and analysis, to read critically and to apply primary and secondary sources
		January 11	
		February 13	
Research Proposal	10%	March 8	Learning to demonstrate connection between research and writing analysis
LONG Papers (30 points)			
Research paper	30%	April 5	To encourage the student's engagement with the ideas presented in the readings and other classroom material and to encourage class attendance
Exams (20 points)			
Mid-term Exams (2x10)	20%	November 16 March 1	To assess each student's command of the material presented in class

General criteria for writing

There are several factors a reader uses to assess any essay answer or analytical work. These are:

Essay Structure (thesis, paragraph usage etc.)

Essay Mechanics (word usage, grammar, etc.)

Recognizes Complexities and Contradictions

Recognizes Bias and Viewpoint

Frequent Reference to the Question

Proper Citations

Combines/Juxtaposes Evidence

Chronology and Context

Techniques to use in each assignment

Expectations

Success in this course requires a great deal of thoughtful dedication. Good writing rarely from the author's thoughts without patience and tremendous effort. In order to develop your skills, you will be emerges expected to draft and to redraft your work. You must plan to attend **ALL** of our classes. Tests and assignment schedules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation. *Please include a word count at the end of any written assignment with a word limit, including drafts.*

Responses to Readings

We will be reading an extensive selection of academic material for this course, at least 50 pages each week. I ask that you make a few informal notes and observations as you work through these. *A guide that will be handed in for each reading — apart from the text — will be provided.* The point of these responses is to develop active reading skills and to ensure that you are getting the most out of the readings. When we meet in class I am looking for clear signs of engagement and some indication that you have read the material carefully. Think of this as an evaluation of your contribution to the success of the class, not merely that you participated. *Missing more than one class without a validated medical or personal reason will result in a zero for this portion of your mark.*

Book Reviews

You may consult the texts for possibilities for a book review, but consult with me as to their suitability before writing on them. *Failure to obtain permission before submitting a review of an unlisted work will result in an automatic zero for the review.* Two copies of all formal written work must be handed in, one on paper, one submitted through OWL. *Your assignment will not be considered complete until both copies have been submitted.*

Reviews must be approximately ($\pm 10\%$) 750 words long. *Please include a word count at the end of each review.* There must be a word count at the end of the paper. The review should contain a brief recital or summary of the book's thesis, an analysis of the author's arguments, evidence and point of view, a short comparison between what the author argues and what other treatments of the topic might offer, some comparison with published reviews of the book (when available), and a conclusion with your own evaluation of the book. Reviews should be properly documented with footnotes and bibliography, and must be in correct English (consult the writing guide of your choice). Refer to the rubric at the end of the syllabus to see how your reviews will be evaluated. Late papers will be marked off at the rate of three marks per day from the final grade, including each day of weekends. The first review is worth 3 points; the second 7 points and the third review 15 points.

You must have picked up the first book review from me at least one week before I will accept the second book review. You must have picked up the second book review from me at least one week before I will accept the third book review. No exceptions will be made to these policies whatsoever. Late penalties will apply to reviews that are accepted after the due date.

The Research Proposal

An effective research proposal lays the groundwork for your research and your writing. This document identifies the subject of your paper, provides some sense of what is already known about the topic, and establishes a preliminary argument that you can later refine. This is where you begin to connect your reading up to this point with your topic. ***A template will be provided to help you complete this assignment.***

Research Essay

You may choose any topic of interest to you, subject to my approval for viability and resources. Your research essay must be 2500 words ($\pm 10\%$) in length, not including the works cited. Much of the work that you will do in this course will be related to this essay, so be sure to choose a topic that holds your interest. ***Failure to obtain written approval for your research topic will result in an automatic zero for the proposal and paper.***

You **MUST** include the following sources as part of your research:

- At least three book-length monographs*
- At least three articles from academic journals/ periodicals

Your research essay must include a complete bibliography that complies with the citation style that is acceptable to your home faculty, which may be either MLA or APA. (There are brief style guides available in *A Canadian Writer's Reference*.)

Refer to the rubric at the back of the syllabus to see how your research essays will be evaluated.

Please keep an electronic copy of all of your written work until you have received your final grade.

The Mid-Term Exams

The mid-term exams will be held during in class. Each is worth 10 points of the final mark. It will consist of 20 short-answer questions, of a choice of 25, worth half a point each, and one open-book essay question, out of a choice of four, worth 30 points. The essay question will ask you analyze selections from the assigned readings. ***You will be expected to use the Foley textbook.*** Brescia University College has a ban on the use of all electronic devices while students are engaged in writing exams or quizzes. ***This includes electronic dictionaries, portable phones, mp3 players, and laptop computers.***

Civility Statement

Together as a class, we agree to encourage each other to participate during discussion by listening to all contributions without judgement and without interruption. ***Any cell phones in the class should always be turned off.*** We agree that students may use computers to work on course assignment only (as long as they do so quietly and respectfully) and that we may eat and drink during class. Above all, we agree to treat each other with respect.

* From [Wikipedia](#): “Unlike a textbook, which surveys the state of knowledge in a field, ***the main purpose of a monograph is to present primary research and original scholarship.*** This research is presented at length, distinguishing a monograph from an article. For these reasons, publication of a monograph is commonly regarded as vital for career progression in many academic disciplines. Intended for other researchers and bought primarily by libraries, monographs are generally published as individual volumes in a short print run. [emphasis added]”

Office Hours

I have scheduled office hours and I welcome you to stop by. Office hours can be a great place to discuss various aspects of the course: if you find you are particularly excited about a certain assignment, I can recommend directions for further reading, and if you are frustrated with a particular topic, I can listen and offer assistance. If my scheduled hours do not work for you, you are welcome to make an appointment. *If you are in trouble in the course, come and see me about it. Little problems that are readily resolved at first soon grow to be insurmountable difficulties.*

Email Policy

I am happy to communicate with students through email. I respond to emails that I receive during the week within 24 hours; emails received on weekends will not receive a response until the following Monday. I ask that email be used to address specific concerns. For questions that require a detailed response, please come to my office hours. Please note: *I do not release grades over email.*



Lectures and Assignments

Michael Foley, *Political Leadership: Themes, Contexts, Critiques*. Oxford University Press. MF

Date	Topic	Readings	Assignment Deadline
7 September	INTRODUCTION	Read Syllabus	
12 September	Introduction	MF Chapter 1	
14 September			
19 September	Some samples	TBA (OWL)	
21 September	Doing Leadership	MF Chapter 2	
26 September			
28 September	Some samples	TBA (OWL)	
3 October	Being a Leader	MF Chapter 3	
5 October			
10 October	<i>Reading Week — No Classes</i>		
12 October			
17 October	Some samples	TBA (OWL)	
19 October	Followership	MF Chapter 4	
24 October	Some samples	TBA (OWL)	
26 October	Losing It	MF Chapter 5	First Book Review Due
31 October			
2 November	Some samples	MF Chapter 5	
7 November		TBA (OWL)	
9 November	<i>TBA</i>		
14 November	<i>Review Session</i>		Your notes and your texts
16 November	MID-TERM EXAM		
21 November	The Business of Leadership	MF Chapter 6	
23 November			
28 November	Some samples	TBA (OWL)	

Lectures and Assignments

Date	Topic	Readings	Assignment Deadline
30 November	Representation and Communication	MF Chapter 7	
5 December			
7 December	Some Samples	TBA (OWL)	
End of Term			
9 January	The Research Proposal	TBA (OWL)	
11 January	Representation and Communication (cont'd) Some Samples		Second Book Review Due
16 January	Women Leaders	MF Chapter 8	
18 January			
23 January	Some samples	TBA (OWL)	
25 January			
30 January	Leaders Abroad	MF Chapter 9	
1 February			
6 February	Some samples	TBA (OWL)	
6 February			
13 February	International Leadership	MF Chapter 10	Third Book Review Due
15 February			
20 February	Winter Break No Class		
22 February	Winter Break No Class		
27 February	Review Session	Your notes and your texts	
1 March	MID-TERM EXAM		
6 March	International Leadership (cont'd) Some samples	TBA (OWL)	
8 March			Research Proposal Due
13 March	Albert O. Hirschman. <i>Exit, Voice, and Loyalty</i> .		
15 March			
20 March	New Iterations	MF Chapter 11	

Lectures and Assignments

Date	Topic	Readings	Assignment Deadline
22 March	New Iterations, Some Samples	TBA (OWL)	
27 March	Paragraph, Thesis, Evidence	Handout (OWL)	
29 March	Argumentation and Evidence	Handout (OWL)	
3 April	Conclusions	MF Chapter 12	
5 April			Research Paper Due
10 April	TBA		

End of Term



Rubric for Book Reviews

	1	3	5	Your mark
Mechanics	Many errors in grammar and spelling.	Three errors in grammar and spelling.	Correct grammar and spelling throughout .	
Clarity and Organization	Required elements missing from the paper. Writing is unclear. No topic sentences.	All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing.	All elements present in correct order. Topic sentences identify key points. Ideas are clearly stated and easy to follow.	
Responsiveness to the Question (Description of the Work under Review)	Disconnected listing of events from the book. Historiographic techniques not identified. No discussion of author's thesis.	Actions in the book described, but no discussion of historiographic techniques, or little or no discussion of author's thesis.	The actions in the book and the historiographic techniques used by the author are clearly identified, and the author's thesis discussed.	
Analysis (Description of the Work under Review)	Important actions missing from description. Significant conclusions overlooked or misidentified.	Most important events identified. Methodological techniques identified, but no examples are given.	All significant actions/events and research techniques clearly identified, with examples drawn from the book.	
Responsiveness to the Question (Evidence of the Historian OR Perspective of the Primary Source under Review)	Supporting evidence for the author's argument not described. Primary source's perspective not discussed	Supporting evidence or perspective identified only generally. Links between argument and supporting evidence not made. Utility of a primary source only vaguely addressed	Author's supporting evidence /perspective of primary source and their connections to the events are complete and related to the book as a whole. Thorough grasp of utility of primary source.	
Analysis (Evidence of the Historian OR Perspective of the Primary Source under Review)	Appropriateness of supporting evidence to argument not discussed. Usefulness of primary source's perspective not discussed	Supporting evidence/perspective correctly identified, but some important connections with the argument are omitted.	Supporting evidence is for the author's argument/perspective of primary source identified and all of the important connections are noted precisely and explicitly .	
Responsiveness to the Question (Historiographic Role OR Significance of the Work under Review)	The role of the book in the history of the period as a whole is ignored. No concluding paragraph is given.	The role of the book is stated, but supporting evidence from earlier sections of the review is not developed. A concluding paragraph is included.	The role of the book is clearly stated with supporting evidence from the earlier sections of the paper and summarized by a concluding paragraph.	
Analysis (Historiographic Role OR Significance of the Work under Review)	The historiographic role of the book is misunderstood. Supporting evidence is irrelevant to the claim.	A plausible historiographic role for the book is given, but supporting evidence for the claim is incomplete or doesn't fully support the claim.	The evidence in the paper clearly supports the claimed role for the book. Specific examples from earlier sections of the paper are explicitly and correctly used to justify the claim.	
Total				

Other comments

Rubric for Research Papers

	1	3	5	Your mark
Mechanics	Many errors in grammar and spelling.	Three errors in grammar and spelling.	Correct grammar and spelling throughout .	
Clarity and Organization	Required elements missing from the paper. Writing is unclear. No topic sentences.	All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing.	All elements present in correct order. Topic sentences identify key points. Ideas are <i>clearly</i> stated and easy to follow.	
Methodology	Disconnected listing of events. Research techniques not described. No discussion of paper's thesis.	Actions are described, but little or no discussion of research techniques. Short, inadequate presentation of paper's thesis.	The actions and the research techniques used in the paper are clearly identified and justified, and the paper's thesis thoroughly discussed and supported.	
Academic Apparatus	No bibliography, no references.	Bibliography and references included, but improperly formatted or citations occasionally not provided when required.	Complete bibliography and references, properly formatted.	
Evidence	Supporting evidence for the author's argument not offered.	Supporting evidence identified only generally. Links between argument and supporting evidence not made explicitly .	Supporting evidence and connections to the argument are complete and related to the thesis as a whole.	
Analysis (x2)	Appropriateness of supporting evidence to argument is questionable.	Supporting evidence is correctly identified and used, but some important connections with the argument are omitted.	Supporting evidence is for the paper's argument used and <i>all</i> of the important connections are noted precisely and explicitly .	
Total				/35 %

Other comments:

Brescia University College Academic Policies and Regulations

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

<http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instruc-

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tor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

(<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays, research papers and any other assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quo-

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tation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com: (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

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6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.