



JSGS 880 – Advanced Governance Analysis

UNIVERSITY OF REGINA CAMPUS – Syllabus v. 1.00	
INSTRUCTORS:	Bruno Dupeyron, PhD
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OFFICE HOURS:	By appointment
OFFICE LOCATION:	n/a
TERM:	Spring 2020
ONLINE:	Zoom protected link will be available on UR Courses: https://urcourses.uregina.ca/login/index.php
DATE AND TIME:	June 3, 6:00-8:45 pm June 8-12, 9:00 am-4:45 pm June 17, 6:00-8:45 pm (to be determined)

CALENDAR DESCRIPTION

“Governance refers to “who gets to decide what” in political systems, sectors of the economy, the use of technology, and organizations. This course examines the development of governance systems in response to authority no longer being confined entirely to government, and examines arrangements leading to both desirable and undesirable outcomes.”

LEARNING OBJECTIVES

In spite of, or perhaps because of, the current inclination for the notion of governance, we will seek to question what this concept includes and implies. Would this concept allow us to solve the limitations and inefficiencies of past public policies? Does it answer specific questions related to public action in domestic and international arenas? Is there a gap between theory and practice of governance? What are we referring to when we use normative expressions, such as “good governance” and “best practices”?

ATTRIBUTES OF JSGS GRADUATES

- Systems Thinking and Creative Analysis: ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
- Public Policy and Community Engagement: ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
- Policy Knowledge: ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

The study of governance, a multidisciplinary field mainly influenced by sociology, political science and economics, will entail an analysis in two stages. First, we will examine its emergence and its surrounding theories. Secondly, we will focus on four key governance issues: network and multi-level governance, global governance, Indigenous governance, and collaborative governance. One of the main assignments will be a case analysis that will lead to propositions to improve Canada's local governance.

SUGGESTED READINGS

There is no textbook for this course. However, students may read, for instance, some publications that give a good overview of governance issues.

Most of the readings should be available through the UofR Library and/or UR Courses.

Bevir, Mark. 2011. *The SAGE Handbook of Governance*. Los Angeles, Calif. ; London, Los Angeles, [Calif.] ; London: Sage, SAGE. http://sk.sagepub.com/reference/hdbk_governance.

Bovens, M. A. P., B. Guy Peters, and Paul T'Hart. 2001. *Success and Failure in Public Governance: A Comparative Analysis*. New Horizons in Public Policy. Cheltenham, Eng.; Northampton, MA: Edward Elgar Pub.

Levi-Faur, David, ed. 2012. *Oxford Handbook of Governance*. Oxford: Oxford University Press.

Peters, B. Guy, and Jon Pierre. 2016. *Comparative Governance: Rediscovering the Functional Dimension of Governing*. Cambridge, United Kingdom; New York: Cambridge University Press.

COURSE OUTLINE, ASSIGNMENTS AND READINGS

Dates	Course outline and readings	Assignments
03/06	Presentation and expectations	Governance paper: pick your case study by June 8, so think about it!
08/06	<p><i>Concepts and theories of governance</i></p> <p>Required reading:</p> <p style="padding-left: 40px;">Bevir, Mark. 2012. <i>Governance: a very short introduction</i>. Oxford: Oxford University Press.</p> <p>Supplementary readings:</p> <p style="padding-left: 40px;">Halsall, Jamie P., and Jason L. Powell. 2016. "Contemporary Debates on Institutions: Governance, Governmentality and Power." <i>International Journal of Public Policy</i> 12 (1–2): 98–109. https://doi.org/10.1504/IJPP.2015.075234.</p> <p style="padding-left: 40px;">Wiesel, Fredrika, and Sven Modell. 2014. "From New Public Management to New Public Governance? Hybridization and Implications for Public Sector Consumerism." <i>Financial Accountability & Management</i> 30 (2): 175–205. https://doi.org/10.1111/faam.12033.</p>	<p>Workshop on governance paper</p> <p>Governance paper: <i>Path and temporal dynamics</i></p>



<p>09/06</p>	<p><i>Network and multi-level governance</i></p> <p>Required reading:</p> <p>Dale, Ann, Sarah Burch, John Robinson, and Chris Strashok. 2018. "Multilevel Governance of Sustainability Transitions in Canada: Policy Alignment, Innovation, and Evaluation." In <i>Climate Change in Cities: Innovations in Multi-Level Governance</i>, edited by Sara Hughes, Eric K. Chu, and Susan G. Mason, 343–58. The Urban Book Series. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-65003-6_17.</p> <p>Supplementary readings:</p> <p>Enroth, Henrik. 2011. "Policy network theory." In <i>The SAGE Handbook of Governance</i>, 19-35. London: SAGE.</p> <p>Horak, Martin. 2012. Conclusion: understanding multilevel governance in Canada's cities. In M. Horak and R. Young (eds.). <i>Sites of governance: multilevel governance and policy making in Canada's big cities</i> (pp. 338-370). Montreal and Kingston: McGill-Queen's University Press.</p> <p>Hooghe, Liesbet and Marks Gary. 2003. "Unraveling the central state, but how? Types of multi-level governance." <i>American Political Science Review</i> 97(2): 233-43 https://doi.org/10.1017/S0003055403000649.</p> <p>Jessop, Bob. 2011. "Metagovernance." In <i>The SAGE Handbook of Governance</i>, 106-23. London: SAGE.</p>	<p>Governance paper: <i>Stakeholders</i></p>
<p>10/06</p>	<p><i>Global governance</i></p> <p>Required reading:</p> <p>Bevir, Mark, and Ian Hall. 2011. "Global Governance." In <i>The SAGE Handbook of Governance</i>, 352–66. London: SAGE.</p> <p>Supplementary readings:</p> <p>Barkham, Patrick. 2018. "'We're Doomed': Mayer Hillman on the Climate Reality No One Else Will Dare Mention." <i>The Guardian</i>, April 26, 2018, sec. Environment. http://www.theguardian.com/environment/2018/apr/26/were-doomed-mayer-hillman-on-the-climate-reality-no-one-else-will-dare-mention.</p> <p>Held, David. 2016. "Elements of a Theory of Global Governance." <i>Philosophy & Social Criticism</i> 42 (9): 837–46. https://doi.org/10.1177/0191453716659520.</p> <p>Hurrell, Andrew. 2011. "The Theory and Practice of Global Governance: The Worst of All Possible Worlds?" <i>International Studies Review</i> 13 (1): 144–54. https://doi.org/10.1111/j.1468-2486.2010.01005.x.</p>	<p>Governance paper: <i>Strategic dimension of policy-making</i></p>
<p>11/06</p>	<p><i>Indigenous governance</i></p> <p>Required reading:</p> <p>Borrows, John. 2014. "Residential Schools, Respect, and Responsibilities for Past Harms." <i>The University of Toronto Law Journal</i> 64 (4): 486–504.</p> <p>Supplementary readings:</p> <p>Borrows, John. 2006. <i>Indigenous Legal Traditions in Canada Report for the Law Commission of Canada</i>. DesLibris. Documents Collection. Ottawa, Ont.]: Law Commission of Canada. http://www.deslibris.ca/ID/251095.</p> <p>Borrows, John. 2016. "Unextinguished: Rights and the Indian Act." <i>University of New Brunswick Law Journal</i> 67 (January): 3–35.</p> <p>Rice, Roberta. 2016. "How to Decolonize Democracy: Indigenous Governance Innovation in Bolivia and Nunavut, Canada." <i>Bolivian Studies Journal/Revista de</i></p>	<p>Governance paper: <i>Capacity</i></p>

	<p><i>Estudios Bolivianos</i> 22 (0): 220–42.</p> <p>von der Porten, Suzanne. 2012. "Canadian Indigenous Governance Literature: A Review." <i>AlterNative: An International Journal of Indigenous Peoples</i> 8 (1): 1–14. https://doi.org/10.1177/117718011200800101.</p>	
12/06	<p><i>Collaborative governance and co-production</i></p> <p>Required reading:</p> <p>Bingham, Lisa Blomgren. 2011. "Collaborative Governance." In <i>The SAGE Handbook of Governance</i>, 386–401. London: SAGE.</p> <p>Supplementary readings:</p> <p>Fung, Archon. 2015. "Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future." <i>Public Administration Review</i> 75 (4): 513–22. https://doi.org/10.1111/puar.12361.</p> <p>Pestoff, Victor. 2006. "Citizens and co-production of welfare services: childcare in eight European countries." <i>Public Management Review</i> 8(4): 503-19. https://doi.org/10.1080/14719030601022882.</p>	Governance movie and pop corn

DESCRIPTION OF ASSIGNMENTS:

Please note that each written assignment will be submitted via UR Courses, using [Turnitin](#), in order to check the originality, appropriate use of references and absence of plagiarism (in other words, potential plagiarism issues raised by Turnitin must be equal to zero percent = 0%) of each submission. If you want more information about this software, please go [here](#).

Detailed expectations for each assignment will be clarified, if needed, during the first session, on June 3 and during the workshop on June 8.

INDIVIDUAL PAPER OF CASE ANALYSIS:

40%

(see below - 1,800 to 2,200 words, not including references)

Propositions to improve Canada's intergovernmental governance

Based on Capano, Giliberto, Michael Howlett, and M. Ramesh. 2015. "Introduction: varieties of governance as a concept and empirical reality." In G. Capano, M. Howlett, and M. Ramesh (eds.). *Varieties of governance: dynamics, strategies, capacities* (pp. 3-24). London: Palgrave Macmillan. See also, for instance: Denters, Bas. 2011. "Local Governance." In *The SAGE Handbook of Governance*, 313–29. London: SAGE.

Interviews are NOT allowed, since you do not have ethics clearance.

Each afternoon, in class, you will focus on a theme (see below), which will be the basis of your paper.

The analysis of this case should be presented from an Indigenous perspective and will include 2-3 governance recommendations.

You must include at least 10 peer-reviewed scientific references. Non peer-reviewed / non-scientific references are allowed, but are limited to 3.

This assignment is due on June 29, 2020 at midnight.

03/06 Case	<p>Choose a problem that involves intergovernmental governance in Canada (for instance federal-provincial-Indigenous governance or inter-provincial-Indigenous relations), and whose policymaking relies on a governance arrangement (or lack thereof).</p> <p>Your governance problem needs to be selected by June 8. Explore the Canadian media in the past 10 years, and use Google Scholar to make sure that this problem has been analyzed from a scholarly perspective (i.e., scientific peer-reviewed publications must be available), which means that it cannot be a hot recent topic in the media.</p>
08/06 Path and temporal dynamics	<ul style="list-style-type: none"> • Has any change happened in the last few decades? • What type of change has been prominent? Incremental, occasional micro-change (progressive calibration of specific policy instrument), radical, punctuated with long periods of stability followed by periods of radical change, or cyclical? • What is the directionality of the changes (to which actor)? • Are these changes more or less likely to be reversed?
09/06 Stakeholders	<ul style="list-style-type: none"> • What are the main actors involved in this governance arrangement? • What are the participants' positions, roles, and source of power and influence? • How has the federal institutional context had implications in this governance arrangement (such as new actors and complexity)? • What is the nature of the interest groups involved (for example, pluralistic to the external environment or corporatist)? How has this impacted the governance dynamics? • What is the social relevance of the policy field? How has this impacted the governance dynamics?
10/06 Strategic dimension of policy-making	<ul style="list-style-type: none"> • Has the governance arrangement adopted any policy instruments (like inducements, incentives and sanctions, partnerships, or regulations)? • Is there any network or co-operative form of governance? Do they exist due to unilateral strategic decision or negotiation among actors? • What strategies have been pursued by the main actors? • Is there any relationship between the types of policy instruments adopted and the participants' interests and strategies? • What kind of policy-making dynamics has been in place (like corporatist and impermeable, market-oriented, or highly decentralized, poly-centric with deliberative policy-making tools)? • What is the relationship between the governance dynamics and the external environment? Are participants' interests exogenously or endogenously driven? What is the degree of openness of the governance arrangement?
11/06 Capacity	<ul style="list-style-type: none"> • Has the governance arrangement obtained and maintained a political consensus regarding the problem? • Has the governance arrangement achieved its declared goals?

- Has the governance arrangement acquired or maintained its legitimization with participants and external actors?
- Has any change happened related to the position of actors, entry of new actors, and the public perception of this governance arrangement?

TAKE-HOME EXAM (questions distributed on June 8; due date: June 29):
30%

You will get two specific questions that will focus on governance issues.

Write between 450 and 550 words for each question, excluding references, drawn from the required readings, scientific peer-reviewed or non-scientific peer-reviewed references of your choice, and / or class notes. Each bibliography must contain at least 3 references.

PARTICIPATION (in class):
20%

Students are encouraged to attend regularly, read all the assigned material before each lecture, and significantly participate in class discussion using their critical thinking. If students are not able to attend regularly, recordings of each class will be made available for each class. The participation mark won't be affected by each student's attendance, but students who are not sure to be able to attend regularly may prefer to submit written interventions (see below) rather than in-class participation.

Participation in all its forms during this class must be respectful. Everyone is expected to respect the values and beliefs of all people, and support a positive working and constructive learning environment.

Participation in JSGS 806 has two components:

- **“Unus pro omnibus, omnes pro uno” (due date: June 29) 10%**
Assignments are individualized, but you will have to work with one classmate on the outline of the policy analysis paper: you will review each other's outline in class with track changes, focusing on content and form. Your review will be submitted on UR Courses by March 27.
- **In class participation OR written interventions (in class or June 29) 10%**
You can either participate verbally in class, or write five interventions to be submitted on UR Courses (100 words per intervention, each intervention related to a specific conversation we have had in class – submit all interventions in the same document with a date and title for each one). Similar to verbal interventions in class, written interventions respond to questions, comments, or conversations during class. To be very clear, interventions should not repeat or summarize what has been said in class. Written interventions must mobilize your critical thinking and be factual (and therefore must be supported by pertinent and explicit references), not opinionated. For each intervention, you must use at least 1 peer-reviewed scientific reference.

Please note that, if you decide to submit written interventions, in-class participation is still warmly welcome, but it will not be graded.

LATE ASSIGNMENTS

Thou shall not have late assignments. Otherwise, five percent will be deducted each day during the first seven days after the due date. Assignments received after the seventh day after the due date will be graded F.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: <http://www.uregina.ca/student/counselling/contact.html> , or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html>) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavor. (See Appendix 1 for a detailed overview of the policy). If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

VARIA

TREATY PEOPLE

Before all, I would like to recognize that we are on Treaty 4 territory, where the Cree, Saulteaux, Dakota, Lakota and Nakota peoples are, as well as the four historically Métis communities, Lebret, Fort Qu'Appelle, Willow Bunch and Lestock.

POLICY ON STUDENT PARENTS AND CHILDREN IN CLASS - borrowed from Dr. Melissa Cheyney, Oregon State University

In order to encourage parents of all genders to strive in the academia, children should not be left out of the equation by our academic institution. The absence of a formal university policy on children in the classroom does not forbid informal accommodations, but a personal written policy

not only seeks to create a friendly, respectful and inclusive space in the classroom, but also to reflect individually and collectively on approaches and measures that allow it.

Here, I copy Dr. Cheyney's policy that includes five principles, meant to be evaluated after each class:

- “1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom! “

GENDER-INCLUSIVE POLICY

This course recognizes the importance of referring to people the way that they are comfortable being referred to. Inclusivity means that I will work hard to refer to every student by their preferred name, pronoun and language. I recognize the right for students to use gender-neutral pronouns. If you would like to, please send me an email, and/or consider discussing this with me in person before the start of the course, at the end of any class.

INTERNATIONAL STUDENTS

Being an international student comes with numerous challenges. These challenges can be linguistic, cultural, or affective, to name just a few. I also acknowledge the fact that these issues can be multifaceted in your graduate program, starting with this course, for instance remarks with implicit meaning, opaque references, unknown methods, and so on. In order to tackle these issues, please do not hesitate to let me know, for instance during class and/or after any class, and I will do my best to address them with you. At the same time, I want to be very clear that this support won't be a

substitute to the uniform work and ethical standards that are expected from any graduate student. In brief, as an international student, you will unquestionably work twice as much as a domestic student to attain the same academic standards, and I will do my best to support you in your efforts.

In addition, your international experience and perspective will be extremely valuable in class. While you will learn more about Canadian politics and policy issues, you will also distance yourself from the national system you have been immersed into most of your life, which is called “implicit comparison”. However, your fellow Canadian classmates and your servant won’t necessarily see their own system with the same depth, unless you participate. Therefore, your participation and contribution are essential to a mutually beneficial exchange that will allow us to share our perspectives, widen our horizons, and add some healthy degrees of complexity to our understanding of governance and public policy issues, domestically and internationally.

RULES FOR CLASS ATTENDANCE BY PROF. CHAPPELL LAWSON ¹

Legitimate excuses for missing class

- I was injured and was taken to the hospital (and here is the note from the doctor / paramedic / ambulance driver).
- I was sick (and here is the note from the Dean / doctor / faith healer / local voodoo priest).
- I am on the verge of a nervous breakdown (and here is the note from the Dean / shrink / licensed mental health care professional).
- I play competitive sports and will be away that day for a match / swim meet / full-contact mud-wrestling contest. [Note future tense]
- My dorm room flooded / burned down / fell over in an earthquake (and here is the notice from the newspaper / the Dean / the Fire Marshal / the Army Corps of Engineers).
- A close relative was very sick / injured / dying / dead so I had to fly out of town (and here is the notice from my family / the Dean / the hospital / the funeral home).

Non-excuses for missing class

- I needed to pick my mother up at the airport.
- My boyfriend / girlfriend / long-lost cousin arrived unexpectedly in town.
- My boyfriend / girlfriend / alien lover broke up with me.
- I am taking two classes whose time slots conflict.
- I overslept / needed to sleep / felt like sleeping / was overcome by that soporific feeling I sometimes get in the afternoon and didn't feel like drinking any more coffee.
- My alarm clock fell off of my shelf overnight and shattered into lots of plastic pieces, and consequently, it didn't go off. I think my kitten must have done it.
- I had work for my other classes.
- I needed a break.
- I am not interested in _____ (insert topic of the week).
- I actually believed those Master Card ads that say I deserve whatever I want.
- There was a rerun of Star Trek on TV.
- The lecture conflicted with my aqua-aerobics class.
- I invented a time machine for my senior project and was trapped in 2071 when everyone else was in class, but I promise that three years from now, when I've gotten all the bugs out of the system, I'll go back to last week and make up the session.

¹ Chappell Lawson, MIT OpenCourseWare (<http://ocw.mit.edu/index.html>) course materials for 21F.084J/21A.224J/17.55J (Introduction to Latin American Studies, Fall 2005), Massachusetts Institute of Technology, downloaded on July 8, 2008.

FINAL WORDS AND FINE MANNERS

This syllabus is neither the Stone Tablets nor the US Constitution. As a result, I reserve the right to change due dates and to make small format changes to the assignments as term goes on. I will announce all changes (if I make any) in class and confirm on the JSGS 806 UR Courses portal.

In addition, please only use this email address to send me electronic messages:

bruno.dupeyron@uregina.ca

Finally, due to a very specific and latent technophobia, the use of laptops and smartphones in class is not welcome during lectures (please read for instance:

<http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>).

However, some assignments will require that you bring a laptop in the afternoons.

Beverages are acceptable in class. Please have the courtesy not to chew gum in class. However, snacks and dark chocolate are tolerated (minimum 65% cocoa).

APPENDIX 1. UofR ACADEMIC CONDUCT AND MISCONDUCT

Regulations Governing Discipline for Academic and Non-academic Misconduct

General Student Behaviour

Students of the University of Regina (the "University") are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

Scope

Throughout these regulations, all references to the University include its federated and related colleges, namely Luther College, Campion College and First Nations University of Canada (formerly Saskatchewan Indian Federated College), and these regulations apply to all students of all such entities who are also University of Regina students, and to all students of any regional college who are taking courses through the University. All references herein to a "faculty" shall be read as including the relevant College or program, where the context requires.

Principle of Progressive Discipline

Actions taken and penalties imposed when misconduct has been determined will be guided by the principle of progressive discipline. To that end, penalties assigned and actions take will:

- Normally increase in severity for second and subsequent acts of misconduct.
- Take into account the severity of the misconduct.

- Education with respect to correct behaviour and the consequences of future misconduct.

ACADEMIC MISCONDUCT

Academic Integrity

Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.

Important Note: As an investment in your success in your graduate program, the University is providing a no-cost, online introductory course on academic integrity that is compulsory for all incoming graduate students. This course, which can be completed in less than an hour, is expected to be completed at your own pace before the end of your first semester. Please ensure that you register for **GRST 800AA** along with your regular courses during your first registration period. Further information on this course can be obtained at http://www.uregina.ca/gradstudies/calendar/program_reqts.shtm#courses

Violations - Acts of Academic Misconduct

Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
2. copying from the work of other students;
3. communicating with others during an examination to give or receive information, either in the examination room or outside it;
4. consulting others on a take-home examination (unless authorized by the course instructor);
5. commissioning or allowing another person to write an examination on one's behalf;
6. not following the rules of an examination;
7. using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
8. altering answers on an assignment or examination that has been returned;
9. taking an examination out of the examination room if this has been forbidden.

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

In addition to the matters described above, academic misconduct subject to discipline also includes (but is not limited to) the following:

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer;
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may also be considered to be academic misconduct unless authorized by the course instructor:

- Submitting the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so;
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

Procedure

Any academic or administrative member or official of the University who suspects that academic misconduct has occurred shall immediately notify the relevant Dean, or his or her designate (the "Investigating Dean"). Where the academic misconduct occurs in connection with a particular course, the Dean or designate of the faculty offering the course shall be the Investigating Dean. For all other acts of academic misconduct, the Dean or designate of the student's faculty or college shall be the Investigating Dean.

Upon receiving notification, the Investigating Dean shall investigate the alleged academic misconduct immediately, which process will include offering an opportunity for the student to explain the incident, and conducting any further investigation deemed necessary to ensure procedural fairness. Upon receiving notification, the

Investigating Dean will also immediately notify the University Secretary of the alleged misconduct. If the Investigating Dean is not the Dean of the student's faculty, the Investigating Dean will also notify the Dean of the student's faculty of the alleged misconduct. If the academic misconduct has been established, the Investigating Dean may take the appropriate academic action, and impose the appropriate penalty.

The Investigating Dean will make the disciplinary decision on the academic misconduct and will advise the student of the disciplinary decision in writing. A copy of the disciplinary decision will be provided to the University Secretary and the student's faculty.

Where a student commits academic misconduct in two or more courses in the same semester, and the courses in question are offered by more than one faculty, the Dean or designate of the student's faculty may assign a penalty additional to those assigned by the Investigating Deans.

For misconduct by graduate students, the Dean of the Faculty of Graduate Studies & Research is deemed to be the students' Dean. For misconduct in graduate courses, the Dean of the Faculty of Graduate Studies & Research is deemed to be the Dean of the faculty offering the course.
Academic Holds

A student who has committed or is under investigation for an act of Academic Misconduct will have a hold placed on his/her student account. The hold remains on the student's account for 30 days following the decision letter by the Faculty. If the student does not submit a formal request to appeal the decision of the Faculty within the 30 days, the hold is automatically lifted from his/her account after 30 days. If the student wishes to appeal the decision, the hold remains on his/her account until a decision is reached following his/her appeal hearing. During the hold period, a student is not able to register for classes on his/her own, verify grades or obtain transcripts. Should a student need to perform any of these actions, a student can perform these actions with the help of his/her faculty.

Removing an Academic Hold

If a student does not wish to appeal the penalty that has been assigned, and would like the hold removed from the student account prior to the end of the 30 day period, students can submit a 'Request to Remove the Hold on Student Account' form to the University Secretariat. The form is available on the University Secretariat website at: <http://www.uregina.ca/president/assets/docs/pdf/USec/RemoveHoldForm.pdf>.