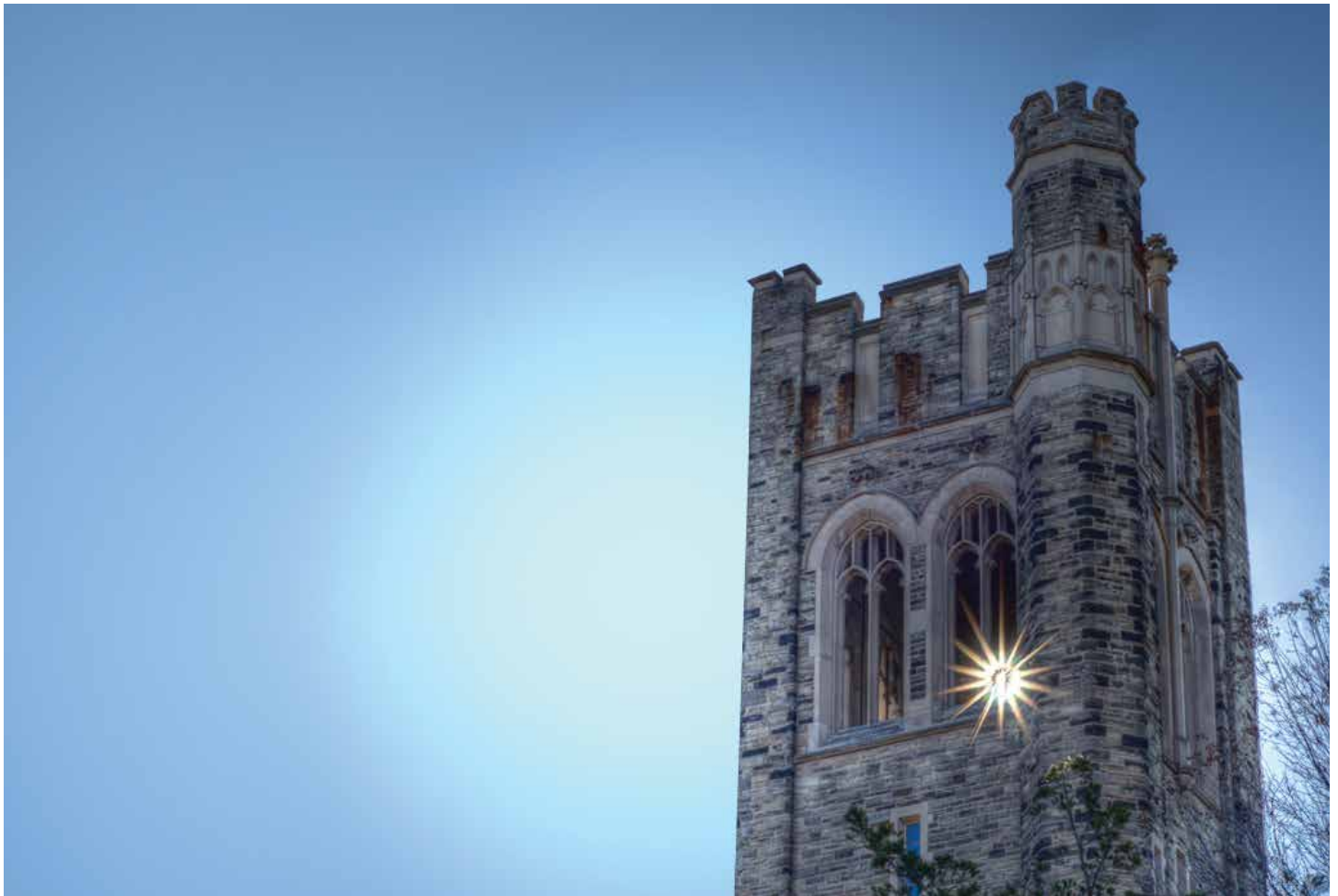


PSA

Political Science Association

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THE OFFICIAL GUIDEBOOK TO  
WESTERN POLITICAL SCIENCE





THE OFFICIAL  
GUIDEBOOK TO WESTERN  
POLITICAL SCIENCE  
2013-2014

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The Political Science Association  
The University of Western Ontario  
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# THE OFFICIAL GUIDEBOOK TO WESTERN POLITICAL SCIENCE (2013-2013)

## **TABLE OF CONTENTS**

1	Welcome to the PSA
2	Politics 1020
3	Essays
3	Part One: What is an Essay?
9	Part Two: How to Write an Essay
11	2030: Canadian Politics
11	2231: International Relations
12	2237: Political Theory
13	2245: Comparative Politics
14	PSA Mentorship Program
15	Internships
16	Graduate School
17	List of Graduate Schools



# Welcome to the Political Science Association

Welcome to Western and congratulations on making one of the best decisions of your life: joining the UWO Political Science Association (PSA)! Our club is an extensive social and academic network that brings together all students at Western who have an interest in politics. The PSA's social and academic programming revolves around the club's five principle initiatives: to foster a liaison between students and faculty, expose students to post graduate possibilities, advance non-curricular knowledge in Political Science, provide opportunities to gain valuable leadership experience, and to represent the needs and concerns of Political Science students.

We have put together this guide to act as a resource for all Political Science students at Western. You will find tips and tricks for common first and second year courses, helpful hints for selecting courses, a directory to people and resources around the school, and a listing of Canadian political science graduate programs.

We hope that this guide will help you navigate the waters of the Western Political Science department! Feel free to use any of the resources provided and contact the PSA at any point during the year with questions or concerns regarding Western political science.



The PSA 2013-2014 Executive Team (L-R): Remy, Allie, Louis, Clara, Nick and Phil.

# HOW TO SURVIVE POLITICAL SCIENCE 1020

## QUICK FACTS

- Political Science 1020E (colloquially known as PoliSci 1020) is a full year, two semester, one-credit course with four multiple-choice exams and usually two essays.
- PoliSci 1020 is a large lecture course—there are likely to be hundreds of first years in your class.
- This is the only first-year politics course.
- PoliSci 1020 is a pre-requisite for most upper-year PoliSci and International Relations (IR) courses and is necessary for any Political Science degree.

## SUMMARY

This course introduces you to a wide-range of political subjects in a broad manner. It encompasses much of what you will find in later years and deals with practical material that will help you understand real-world political situations. It focuses on critical analysis and is highly beneficial in helping you learn about university level essay writing, research, and reading.

## SEMESTER ONE: POLITICAL PHILOSOPHY AND IDEOLOGIES

This deals with the basic questions behind politics. Term one focuses on political thinkers ranging from Socrates to Rawls and many more. Although it deals with ideas and philosophies behind politics, it is manageable for those that don't like philosophy and can be understood through practical examples. The second term shifts to modern ideologies, such as liberalism, conservatism, feminism, and Marxism. The study of ideologies is given further practical applications in the sense of political actions.

## SEMESTER TWO: GLOBAL POLITICS

This focuses on international politics and how states compare to one another. The first term deals with topics like differences between state governance, political parties, interest groups, constitutions, electoral systems, and more. The second term moves the focus to more overarching topics of global importance like international institutions (UN, NATO, etc.), terrorism and transnational organized crime, war and WMDs, and human rights. It shows how all of these topics fit together in the global political landscape.

## EXAMS

There are four multiple-choice exams spaced throughout the year, each at the end of a term (each semester has two terms). Each exam deals only with the material covered in the preceding term—there are no cumulative exams. The professor(s) usually offers an exam review class a few days before the actual exam: this is highly beneficial and covers much of the exam material.

## ESSAYS

There are two essays, one for each semester. These are roughly 2,000 word research essays. You are usually given a choice of topics from a pre-determined list. In some cases, the research material may be provided. In instances that it is not, be warned: in a large class like this and a small number of topics, physical copies of research material are disappearing quickly, so be sure to get to the library well before the due date.

## TIPS:

- DO NOT get behind in the readings, or at a minimum be sure to have all of the assigned readings done before exams. Exam questions are often derived from readings, so when studying they are just as important as lecture notes.
- Attendance is necessary (although in a large class it may not seem to be). You will do significantly better if you go to every lecture because it covers exam topics not covered in tutorials and readings.
- If you leave enough time between your essay's rough draft and its due date, some TAs will sit with you to improve your content and structure, and you can also go to writing clinics.
- You get participation marks for attending and contributing at your tutorials. Do not underestimate these easy marks!

## KEEP IN MIND:

- Learning about the consequences of procrastination is never fun. Be sure to get an early start on your essays and studying.
- The professor can punish students for absenteeism from class and/or tutorials.
- Ask for help when writing the first essay (see the Mentor section, page 14). Citations can be difficult for your first university essay and mistakes leading to plagiarism, whether intentional or not, are a serious academic offense.



# HOW TO WRITE ESSAYS

**Charles Jones**, Department of Political Science, University of Western Ontario

## A TWO PART GUIDE

What is an essay? How do I write one? You wouldn't be reading these words if you weren't interested in discovering the answers to these questions. My goal is to offer straightforward advice based on clear and defensible replies to both questions. My hope is that anyone who learns the basics provided here should be able to plan, write, revise, and submit top-notch essays.

This guide is divided into two parts, each answering one of our two basic questions, the 'what' and the 'how' of essay writing. The first part describes the main features

of an argumentative essay so that you will be able to identify a good essay when you see one and, more importantly, know what you need to know to produce one for yourself. The second part outlines the essay-writing process, breaking it down into stages so you will know exactly what to do and when to do it. In order to produce good essays you must know their functional parts (thesis, arguments, objections, introduction, and conclusion), their virtues (argumentative soundness, clarity, structure, proper use of sources), and how to produce an essay with those parts and virtues.

Like a cookbook, this guide lists ingredients and identifies the steps in a systematic process. Chefs want to make something that tastes good, while essay writers want to produce something that reads well and provides sound reasons for a specific claim. But in both cases an additional element is needed: practice. In other words, this guide provides useful information for producing good essays, but actually writing them is a skill that you will develop only through doing it. The more you do it, the better you'll get. There is no shortcut to becoming a skilled essay writer.

## PART ONE: WHAT IS AN ESSAY?

There are many types of essay, but I will focus on the argumentative essay. This is a piece of writing with one central goal or purpose: to defend a thesis by giving supporting reasons. As you work on your essay, you should keep this goal in mind. But you can understand this goal only if you have a clear view of what a thesis is, what it means to give supporting reasons, and why it matters to consider opposing perspectives.

There are four main elements of an argumentative essay: Thesis, Arguments, Clarity, and Sources. Accordingly, I call this the TACS approach to writing an essay. If these four letters, TACS, stick in your head – pardon the very bad pun – you will remember the most important features of a good essay. In this part

of the guide I explain each of these elements, but first we should identify whom you should have in mind as your audience.

Who is the audience for your essay? It is true that the actual reader will be your instructor (your Teaching Assistant) and nobody else. But a good essay writer should have in mind an imagined reader who is different from the instructor. Think of your audience as a fellow student who is intelligent but has no significant background knowledge of the essay topic. This reader is willing to listen to you but needs you to be clear in explaining key terms, making distinctions, and identifying steps in your argument. So you need to spell things out in a way that you would not need to do if you were writing for your instructor.

Your imagined reader also wants to know why she should care about your question at all: you need to explain why your discussion matters, why it is important, and why others should listen to what you have to say.

You will be graded on your ability to write clearly, argue soundly, and show that you understand the subject matter of the essay. Your instructor is evaluating your ability to think about the issues and the readings but also to convey your thinking clearly to someone who is unaware of the existing debate. The best way to do these things is to imagine you are writing for an intelligent roommate who needs to see on the page the steps in your argument.

## THE THESIS

You should know the difference between a topic, a question, and a thesis. The essay addresses a particular topic and you must choose one of the three: scientific experiments on animals, drugs, or gambling. Your assignment is to answer a specific question on a given topic. In our case, this question is one of the following:

- What should be the state's policy on animal experiments?
- What should be the state's policy on gambling?
- How should the state regulate drugs?

So you must introduce the topic, provide the necessary and relevant background material, identify the question, and then answer it. You might think it goes without saying that you should answer the question, but in fact it needs to be said because students often fail to do just that. When you have written the essay, your reader should know precisely what your answer is to the question you have been asked. Accordingly, read the question attentively and try to think about how you might go about answering it.

Your thesis is your answer to the question. For our purposes, we will use the words thesis and claim interchangeably. Your thesis or claim is the main point of your essay. It is the point around which your whole discussion revolves. In an argumentative essay, the thesis is what you are defending. It must be more focused than your topic. In fact, you should state your thesis in a single sentence, something like, "In this essay I argue that ...." or "This essay defends the claim that ...." Your thesis or claim is contained in the words that fill that space.

How do you formulate a good thesis? The thesis itself should spark your reader's interest. Imagine your reader thinking, "That claim is not obvious to me. I wonder why the

writer thinks it is true or right." So you need to make an important claim about the subject, an answer to the question that might not have occurred to your imagined reader and that she might want to challenge. And you should be able to defend this claim in a relatively short space, in our case, 2,000 words. You are not expected to perform miracles in your essay, so try to formulate your thesis while keeping in mind the limits on your ability to provide supporting reasons.

Because the thesis is distinct from the reasons or arguments that support it, you should never include supporting reasons in your thesis statement. Here is an example of what to do and what not to do. (I hope you remember this claim from the lectures!)

Example of a well-stated thesis: "In this essay I argue that the principle of fairness cannot solve the problem of political obligation." This is short and to the point: on this basis, your reader would easily be able to identify your central claim. On the other hand, consider the following:

Example of a poorly stated thesis: "In this essay I argue that the principle of fairness cannot solve the problem of political obligation because the principle fails to take account of the distinction between accepting and receiving benefits." Now this is a clearly written sentence, but it is not an acceptable statement of a thesis. Why not? Notice that it includes the word 'because'. This word serves to introduce a supporting reason (or an explanation); in other words, it signals that what comes after it is part of an argument for your thesis. (Similar reason-indicator words include 'since' and 'for'.) But your argument is distinct from the thesis itself: save the arguments for the main part of the essay, not for your statement of the thesis.

The precise thesis you defend is up to you. A good guide on the scope of thesis is the essay question itself. In our case there are three questions, of which you must choose one: What should be the state's policy on animal experiments? What should be the state's policy on gambling? How should the state regulate drugs? Notice that in each case you are being asked to address a very general policy question, so you should allow a relatively broad scope for your favoured answer. But within the essay itself you will find it useful to add some qualifications and make some distinctions (for instance, between different kinds of animals, different sorts of drugs, or different forms of gambling). Nonetheless, the requirement to identify your thesis clearly and concisely, in a single sentence, limits what your thesis should say.



Two final points about the thesis: when you should state it, and how it should relate to the rest of the essay. When should you state your thesis? For the purposes of this essay assignment, I recommend that you identify your thesis in the last sentence of the first paragraph. (See the section below, on the 'Introduction', for more on this point.) Once you have stated it and explained why it matters, you should ensure that it is properly related to the arguments and discussion in the essay itself. A common problem with essays is that the thesis does not seem well supported by the reasoning that takes place in the rest of the essay. Make sure your thesis and arguments relate to each other in the right way. If the balance of your discussion points to significant worries about certain forms of gambling, it would be odd

if (without further argument) your thesis says that all forms of gambling should be promoted by the state. Your thesis should be a claim that your reader would expect you to make in light of the arguments and objections you discuss.

## Who Cares?

Who Cares? Once you have stated your thesis (in the final sentence of your first paragraph), you need to say why your reader should care about it. Remember that your imagined reader is willing to start reading your essay, but she needs you to provide reasons why she should keep reading it through to the end. If, in reply to your thesis, your reader says, 'So what?', how would you respond? Do not assume it is obvious why your thesis, question, and topic matter:

tell you reader why they *do* matter.<sup>1</sup> Why is the issue important? What are its implications for our lives? What might happen if we fail to address the issue? Whose interests are affected by the question? What difference does it make whether we answer it one way or another? Is there new evidence that challenges received opinion?

It is a good idea to answer the 'Who cares?' question early on. As a rule of thumb, I suggest that your introduction should identify the question and state your thesis. Your second paragraph should explain why the thesis matters; in other words, why anyone should care about it. In order to do this you may introduce background information on your topic, but always with the aim of saying what is at stake.

## ARGUMENTS, OBJECTIONS, AND REPLIES TO OBJECTIONS

**ARGUMENTS** The word 'argument' has more than one meaning. In our sense, it does not refer to an emotionally charged dispute between two people. Instead, in our usage, 'argument' means 'a set of reasons in support of a claim'. In the essay, you are defending a thesis or claim by presenting arguments for it. But the point of the essay assignment is to enable you to think about a set of issues on a controversial public policy topic, to explore the topic in some detail, to investigate arguments on different sides, and to decide for yourself which side has the more plausible reasons and evidence in its favour.

One way to begin thinking about arguments is to develop an initial thesis and ask a very general question about this thesis: *What argument or*

*evidence would justify me in asserting this claim?* Alec Fisher calls this "the assertibility question" and says that it is the key to thinking clearly about argumentative reading and writing.<sup>2</sup> If the purpose of the exercise is to defend a claim by giving reasons to support it, your first task – after you have stated your thesis – is to give those reasons. Of course, you should be willing to change your mind about this on the basis of your thinking, but there is no substitute for setting out an initial thesis and thinking why someone would believe it.

Clearly identify your supporting reasons – sometimes called *premisses* – and explain or support those reasons themselves when necessary. How do those reasons support your thesis? How would you summarize

a particular argument so that your reader understands why you want her to accept your thesis? If you put this summary into a single paragraph, you have the outline of an argument. If you need to expand on a particular reason or defend that reason, do this in a separate paragraph.

In order to make yourself understood, you should use key terms that tell your reader when you are about to give a reason or a conclusion in a given argument. These terms are called *argument indicator words* because they point to an argument's conclusion or supporting reason. Reason-indicators are words such as *because, for, since, and the reason is that*. Conclusion-indicators include terms like *therefore, so, hence, thus, consequently, and it follows that*.

<sup>1</sup> For excellent advice on this topic, see Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*, Second Edition, New York and London: Norton, 2010, Chapter Seven, 92-101.

<sup>2</sup> Alec Fisher, *The Logic of Real Arguments*, Cambridge: Cambridge University Press, Second Edition, 2004, 22, 161. Fisher uses this question to help readers identify the claims and arguments of others, but I am suggesting that this is a good place to start thinking about how to defend your own claims.



**GOOD ARGUMENTS** A good argument is one (i) whose supporting reasons or premisses are either acceptable, true, or reasonable to believe, (ii) in which the reasons are relevant to the claim<sup>3</sup> being defended, and (iii) where the reasons provide sufficient support for that claim. Developing good arguments requires thinking hard about the reasons you introduce and the relationship between those reasons and your thesis.

Your arguments may take various forms, perhaps making causal claims, appealing to an analogy that sheds light on your subject, or pointing out what is implied by some claim your reader already accepts. Often you will need to point to an example or a particular study. If so, ask yourself: Does the example help to make your point? Is there a counterexample that would suggest a different conclusion?

**OBJECTIONS AND REPLIES** If you have a thesis, there will be arguments for it and arguments against it. There will also be objections to your arguments for the thesis. So when we talk about Arguments as the second main element of an essay (TACS), you should understand this is as referring to arguments on all sides of the question, including arguments for and against your thesis. A well

thought-out argument includes both supporting reasons in favour of a claim and objections to those reasons, along with replies to those objections. So your task is not finished when you have set out the case in favour of your thesis. You must put yourself in the mind of a critic who resists your argument: on what basis would such a critic object to your thesis or your argument for it? A good essay shows the strength of opposing views while at the same time providing convincing reasons for its central thesis. The entire process aims at promoting open-minded inquiry about a controversial problem, so the essay itself should show how the problem is seen from different perspectives.

Suppose you are strongly committed to a particular thesis. In your reading you find a critic who states an important objection to your thesis or to your favourite argument for your thesis. You need to discuss this objection, but when you do so you should remember to make sure you are interpreting the objection accurately and in the best possible light. By this I mean that, especially when you disagree with someone, you must try very hard to see things from their point of view and to formulate their objection or criticism as strongly as you can. This is a requirement of

charity in argumentative dialogue, but it is also demanded by the point of the project in which you are engaged, namely, to inquire honestly into a disputed topic with the aim of finding out what to believe. A good essay is one that gives opposing views a fair shake: this means taking the time and space to do justice to opposing arguments and perspectives. Be careful to represent someone's claim or argument accurately and give a fair and respectful account of their views; but once you have interpreted them you must critically engage them.

Your arguments can make use of the material in the required readings. These readings were chosen for their usefulness in providing relevant information and a range of perspectives on the policy issues. But it is up to you to organize the arguments, objections, and replies in a coherent way. This is one way to make the essay your own. Another way is to put the thesis and the arguments themselves in your own words as much as possible. You can find arguments and objections in the readings, but you can also think them up for yourself. In either case, a strong essay states a powerful criticism before answering it with the best reasons you can muster.

## CLARITY: STYLE AND ORGANIZATION

If you want to be understood, you need to write clearly and organize your ideas coherently. Here is some advice to help you do so.

Your essay contains some key terms. You must explain what you mean by these terms and be sure to use them consistently throughout the essay. This means, for instance, that you should not use the word 'drug' in one sense in your premiss but in another sense in your thesis. You will not be given a higher grade for

writing flowery or rhetorically loaded prose. Because your aim is to be clear, your writing should be simple, direct, plain, and concrete. A shorter word is often preferable to a longer one. Ditto for sentences.

**IT IS OKAY TO USE 'I'** A common concern for essay writers is whether it is acceptable to use first-person terms like I and my. There is no universally agreed answer to this question, but my view is that you may use I and

my. In fact, there is good reason to recommend that you do so, since it enables you to identify your own voice easily and simply. This is a virtue in an argumentative essay in which the writer defends a thesis and at the same time differentiates her view from those with whom she is arguing. It is equally important, however, not to overuse I and my. The main point here is that using these terms can help you write more clearly and identify who is saying what in the debate.

<sup>3</sup>For the best discussion of these central ideas of *acceptability, relevance, and sufficiency*, see Ralph H. Johnson and J. Anthony Blair, *Logical Self-Defense*, New York: McGraw-Hill, 1994, 65-80.

**PARAGRAPHS** Your essay should be organized into paragraphs. But what is a *paragraph*? The best answer to this question was given by Ernest Gowers: “The chief thing to remember is that, although paragraphing loses all point if the paragraphs are excessively long, the paragraph is essentially a unit of thought, not of length.”<sup>4</sup> To say that a paragraph is a unit of thought is to say that each one should have a single thought as its focus, whether that is clarifying the meaning of a term, making a distinction between two ideas, providing background information for your argument, presenting the outline of an argument itself, describing an objection to an argument, or responding to an objection. Aim to perform each of these tasks in a single paragraph, but be willing to split a long paragraph in two if you find it is going on too long. The key piece of advice is to avoid a single paragraph that combines two different ideas: it is better to have two very short paragraphs than one medium length paragraph with no unity.

Here is one final piece of advice about paragraphs. Try to use the first sentence of each paragraph to tell your reader what the paragraph is about or what you will be doing in it. A lazy reader should be able to get a good sense of what you do in your essay by simply reading the first sentence of each paragraph. As always, the aim is to be understood. This way of telling your reader what you are doing will better enable her to follow your line of thinking.

**QUOTATIONS** You should quote the words of others only when it advances your argument to do so. Even then, it is crucial that you explain the quotation in your own words so that your reader can understand why you have included it. Think of quotations as forms of evidence or reasons in the

service of your overall goal of arguing for a thesis. So you need to say why a quotation makes the point you are trying to make and how it fits into your argument. Tell your reader why the quotation is relevant. I agree with Gerald Graff and Cathy Birkenstein when they say that “the main problem with quoting arises when writers assume that quotations speak for themselves.”<sup>5</sup> To avoid this problem you need to explain the meaning of a quotation and say why you’ve included it.

Fortunately there is a useful phrase to help you remember what to do with quotations. You should integrate the words of others by putting them in a *quotation sandwich*. This is Graff and Birkenstein’s term for “framing” a quotation by performing two tasks: *before* the quotation, introduce it, explaining what it says and who says it; *after* the quotation, explain what it means, why it is important, and how it fits into your own argument.<sup>6</sup> For an example of a quotation sandwich, look at my text at footnote 4, which introduces Gowers’ words by saying that he answers a particular question and then, after quoting his words, explains what he means by the claim that a paragraph is a unit of thought and why his claim matters.

**TITLE** A good title can convey what you are trying to achieve in your essay. Make your title descriptive and concrete. Consider having a two-part title, like the title of this document – How to Write an Essay: A Guide for Students in Politics 1020E – in which you split the two halves with a colon. A good title should refer to key parts of the essay, so you should think about titles only after having written the text. You want to direct your reader to your main ideas. Don’t try to be funny or cute. Here is a bad essay title:

• *Leave Me Alone: Why Gwyneth Paltrow Cannot Solve the Problem of*

### *Political Obligation*

Now this is not an awful title, since you could eventually make your reader see what it means. But it is pretty bad because it fails to inform your reader what you are going to do in the essay. The writer has missed an opportunity to make himself clear. Here is a better essay title:

• *Fairness and Political Obligation: Understanding the Relationship*

This is better because it says that the essay discusses two key concepts and helps us to understand how they relate to each other. Perhaps you could think of better titles. I hope so. But the main point is that it is worth thinking about your title as a means to clarify your essay’s content and argument.

**INTRODUCTION** The introduction is the first paragraph of your essay, but it is more than that. You should think of your introduction as having its own purposes or goals. It is an opportunity to tell your reader about the topic you are addressing, to identify the problem or question at issue, and to state your thesis explicitly and clearly. This allows your reader to see how you propose to solve the problem or answer the question. It is also a good place for to explain any background information that will help your reader understand what you intend to argue. In other words, it is here that you set up the discussion that follows.

In a short essay of 2,000 words, the introduction should be no longer than one paragraph, up to a half-page long (double-spaced). There is no universally agreed rule here, but a good suggestion is this: state your thesis in the final sentence of the introduction. Don’t worry if you cannot write a coherent introduction right now: even though it comes first, it makes sense to write the introduction last, after you know what you want to argue in the essay.

<sup>4</sup> Ernest Gowers, *The Complete Plain Words*, Boston: David R. Godine, 1988, 170.

<sup>5</sup> Graff and Birkenstein, *They Say/ I Say*, 43.

<sup>6</sup> *Ibid.*, 44-48.

Since you are being asked to pack a lot into a half-page introduction, it is acceptable if you use your essay's second paragraph to say why the question matters. In other words, after the introductory paragraph you should answer the 'who cares?' question. Why should your reader care about the issue? And why should your thesis, in particular, matter to them?

**CONCLUSION** By 'conclusion' I mean the final paragraph of the essay. This should be short. It serves to

restate your thesis and summarize your arguments along with the objections and replies to objections. Your conclusion is not the place to introduce new arguments, but there are a few other things you can do as you wrap up your discussion. First, you should suggest some implications of your thesis. What would it mean to believe it or to act on it? Second, you have spent time answering a specific question, but can you identify new questions raised by your essay? If so, state these questions.



## SOURCES

For the Politics 1020E essay, you are required to read and discuss several readings. At 2,000 words, the essay itself is relatively short, so you will need to think carefully about the best way to incorporate each reading. You may use other sources as well, but make sure that these are scholarly sources, i.e., peer-reviewed journal articles, book chapters, or books that directly address the topic. Wikipedia is not an acceptable scholarly source.

How should you do footnotes for

this essay? Your footnotes should cite the source and page number. You should provide footnotes when you directly quote a source, when you paraphrase an idea from a source, and when a particular idea or piece of information comes from the source (even when you do not quote it directly). Numbered footnotes should appear at the bottom of the page on which the citation appears. You should include the full reference information only for the first reference to a source;

subsequent references should use an abbreviated form such as the author's surname.

You must include a bibliography identifying, in alphabetical order by surname, the readings you used in writing your essay. You should follow the suggestions set out in the *Chicago Manual of Style*<sup>7</sup>. For an example, look at the bibliography that appears at the end of this guide.

## PLAGIARISM: WHAT NOT TO DO

One thing you must avoid at all cost is *plagiarism*, which is using someone else's words or ideas without giving them credit. A plagiarist uses another person's ideas without pointing out that the other person is the source of those ideas.

Why is plagiarism wrong? To plagiarize is to submit work done by someone else and pass it off as your own work. It is dishonest. It is stealing. Students who do it are taking unfair advantage of other students who

think for themselves. If it goes undetected, plagiarism gives the writer undeserved credit. And, when you think about it, plagiarism makes it impossible for you learn to think for yourself by engaging with an ongoing scholarly conversation: plagiarists cannot develop their thinking skills for themselves, so they subvert the whole point of academic inquiry.

To avoid plagiarism, you should provide a footnote for any ideas you have obtained from elsewhere.

It is acceptable (even inevitable) to get ideas from others, but it is unacceptable to pretend that you thought them up for yourself when you did not. If you must use the exact words of another writer, make sure you use quotation marks and proper footnotes. In fact, you must provide footnotes even when you paraphrase another author's ideas in your own words. The underlying point is that credit must be given where credit is due.

<sup>7</sup>See [www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

## PART TWO: HOW TO WRITE AN ESSAY

Up to now, we have been discussing what an essay is. I hope you'll recall that an essay is an attempt to defend a thesis by providing reasons to support it and responding to objections, ensuring that significant claims in the literature are outlined accurately and discussed thoughtfully. Now that you have an idea of what you are trying to produce, we can turn to the question of how to go about producing it. In other words, we turn now from the product to the process. How do you write an essay?

### Give Yourself Time

Excuse me for stating the obvious, but you need to use your allotted time to consider the question, think about it, discuss it with others, read the relevant literature, and think about it some more. I realize that simply telling you to spend time on the task is not sufficient to get you to do it, but it is worth saying anyway.

### How to Read

Thinking, reading, and writing are three tasks that go together. Especially when you are new to a subject, you will gain a lot of new ideas from reading some of the established literature in the field. The readings will give you a sense of some claims and arguments in the debate.

The most important piece of advice about reading is that you should *read actively*, not passively. Be on the lookout for answers to specific questions: What is this chapter or article about? What problem or issue is the author addressing? What claim or thesis or point is the author defending? What reasons or arguments does the author offer in support of that claim (thesis, point)? In some texts, instead of defending a

thesis the author explains a concept or describes a phenomenon. The context should tell you whether to look for an argument, an explanation, or a description, but in all of these cases you should identify key claims. For essay-writing purposes, active reading also means reading with the question in mind.

If you can answer these questions in the previous paragraph accurately, you can claim to have understood what you are reading. It should go without saying that you must take the time to look up every unfamiliar word: if you do not understand a word, you are in danger of missing the meaning of the claims and arguments the author is making.

So far I have been talking about the steps you must follow if you want to understand what you are reading. You must interpret the text accurately in order to understand its subject matter, its point, and its reasoning. The next stage goes beyond interpreting to evaluating what you have read. Here are the questions to be answered at this stage of the reading process: Is the reasoning sound? Are the author's premisses – the supporting reasons -- relevant to the claim they support? Do they provide sufficient grounds for accepting the claim? Are the premisses true or plausible? Can you think of objections to the author's thesis or to the reasoning in support of the thesis?

What should you read? For your essay assignment there are required readings, so you should focus on these as the basis for your essay itself. You do not need to go beyond these readings, but you may do so. A promising place to look for further sources is the footnotes and bibliographies in the required readings. Your time is limited, so do not waste time aimlessly surfing the

web or googling 'animal experiments'. I just did that: it turned up 32,700,000 results. How is anyone supposed to know which of these might be helpful for answering the question? Even worse, Google does not tell you which of its results are written by reliable sources in suitably refereed venues such as academic journals or scholarly books.

Reading and writing go together. Good writers spend a lot of their time reading because this informs them of different ideas and triggers their own thoughts as they respond to those ideas. So, as you go through the assigned essay readings you should be writing at the same time, whether it is an important claim that you think you can use or one that you disagree with but might serve as a good objection for you to answer in your essay. When you find a specific idea in one of the readings, keep a record of its page number so you can refer to it in a footnote in your finished essay.

Graff and Birkenstein distinguish three ways to respond to what you have read.<sup>8</sup> First, you can disagree, and explain why. Second, you can agree, but with a difference: here you add something to the discussion even though you share the author's conclusion. Third, you can agree and disagree simultaneously. In each case you must offer reasons for taking your position.

You should aim to develop a plan for the essay as you tackle the readings. It is fine if this plan is only preliminary: the important thing is that you have some initial map of where your essay is going, even if this is a rough sketch. Try to draft a thesis that will serve as the main point you think you want to defend. Consider the arguments you will use to defend the thesis and the counterarguments or objections you will discuss.

<sup>8</sup> Graff and Birkenstein, *They Say/ I Say*, 55-67.

## Outline, Draft, Revise

In the first part of this guide we pointed out that the essay identifies a thesis, offers arguments to support the thesis, identifies objections to those arguments, and replies to those objections. In this part of the guide we are focused on the process of essay writing, so it should help you to think of that process as taking you through the steps outlined in Part One.

Argumentative writing is a process of inquiry. If done well, it will produce insights, new ideas that you discover by reading carefully and thinking about the issues as you try to articulate them. Perhaps you have ideas for answering the essay question even before beginning the process of reading, writing, and revising. Even so, you are likely to discover that you do

not know exactly what you think until you see what you say: writing really is thinking.

Your argument is contained in your outline. So try to develop an outline with one line for each paragraph or main point you want to make: claim, argument, objection, reply to objection, revised claim.

Draft your initial plan. This is the stage in which you add flesh to the bones of your outline, adding content that elaborates on your arguments, objections, and replies. Give yourself a short block of time to write down some words: do not be too worried about getting the wording too precise, since you will change much of this at the next stage.

Revise your draft. At this stage

you should reformulate your thesis, tighten up an argument, restate an objection or reply to an objection, and clarify your writing to make it easily understood by your imagined reader. If you can find a victim – perhaps your roommate – ask them to read your draft to see whether they can follow its argument.

Write your introduction and conclusion last. And remember: writing is revising. If you have time, leave the essay for a while – a few days is better than a few hours – so that you can get some mental distance from it. Then return to it and read it over as if you are not the author. Is the argument clearly made?

## Bibliography

- Fisher, Alec, *The Logic of Real Arguments*, Cambridge: Cambridge University Press, Second Edition, 2004.  
Gowers, Ernest, *The Complete Plain Words*, Boston: David R. Godine, 1988.  
Graff, Gerald, and Cathy Birkenstein, *They Say/ I Say: The Moves That Matter in Academic Writing*, Second Edition, New York and London: Norton, 2010.  
Johnson, Ralph H., and J. Anthony Blair, *Logical Self-Defense*, New York: McGraw-Hill, 1994.

# HOW TO SURVIVE

## 2230 CANADIAN POLITICS

Canadian Government and Politics is divided between two professors, each of whom cover a different aspect of Canadian politics. The first half of the course covers political cleavages and challenges. This refers to multiculturalism, feminism, Indigenous peoples, the charter, the judiciary, liberalism, Quebec, visions of Canada, and sexual minorities. The second half focuses on political institutions and processes, including confederation, the executive, elections, federalism, the constitution, regionalism, policy making, participation and voting, parliament, and political parties. While the area of focus within Canadian politics may differ between each semester, the format of the lectures, readings, and format of the exam remain the same.

It is important in this course to attend all lectures, pay attention, and take notes. Taking notes in this class is critical, as both professors give very detailed lectures. Also, the lectures in this course emulate the ideas outlined in the assigned textbook. Usually, each professor will assign one chapter per week and there is a lot of

overlap between lecture material and what is covered in the textbook. Of course, all assigned readings help to further one's understanding of course material, but, for example, if it is a busy week with other courses, attending lecture might be able to replace a chapter of the assigned readings.

It is also a good idea to attend every tutorial. Not only are there participation grades, but also, since there are not specifically assigned tutorial reading, each TA will either go over a specific part of that week's lecture in more detail, or the professor will purposely leave a part of the lecture for the TA's to teach in their tutorials. It is also important to attend classes because the professors and TA's will discuss what is expected in the assignments and essays.

Since this course does not have a traditional research essay, it may be somewhat difficult to know where to begin. Therefore, if possible, it is better to start early in order to get ideas flowing. In first semester, there is a citation assignment, which helps to develop and strength citation skills. In the second semester, there is a debate

analysis, where students must write an essay comparing multiple articles. Take advantage of the TA's and ask a lot of questions, as most are willing to help as much as they can.

Each exam is similar in structure, both consisting of four or five short essay questions. When studying for the exams, lecture notes are the primary source for material to cover, with assigned readings as a good supplement for further details and understanding. The TA's are generally good about covering topics for the exam. This includes going over major concepts covered in lecture throughout the semester, but also maybe hinting specifically at a few topics to study. When pressed for time while studying, go over what the TA's have covered in tutorial and lecture material. It is also important that when attending lecture, take notes, rather than surfing the Internet. The professors in this course tend to lecture in a straightforward manner, and structure their exams in the same way.

# HOW TO SURVIVE

## 2231 INTERNATIONAL RELATIONS

### OVERVIEW

This course provides students with a general overview of contemporary international politics and international relations. The first half of the course concentrates on theories and ideas that have been provided by scholars over the years regarding the nature of states and foreign relations. The second half of the course looks at

international relations throughout history, from 1648 to the present.

### LECTURE/TUTORIALS

This course is comprised of a weekly lecture complemented by a weekly tutorial with a teaching assistant. Every week, there are textbook readings for the lecture which concentrate on broader

ideas and thoughts. The weekly tutorial readings concentrate on a more specific issues and real world examples relating to the lecture.

Seeing as the lecture itself overlaps with the lecture readings often, it would be recommended to prioritize the tutorial readings as they are not discussed in the lecture but still may be testable.

## ASSIGNMENTS

This course includes one major essay per semester, with a variety of essay topics provided by the professor. To make students more comfortable with writing, they must submit an essay research assignment and argument outline before beginning

to write their final essay.

Here are some tips for successful essay writing in this course:

- Start early
- Ask questions; there are many resources available (i.e.: T.A., PSA mentor, professor)
- Smart editing: make sure you are

answering the question being asked and make sure you link each argument back to your thesis

## EXAMS

There are two major exams in this course, each of which concentrates on lecture topics and tutorial readings.

# HOW TO SURVIVE

# 2237 POLITICAL THEORY

## OVERVIEW

Introduction to Political Theory (POLISCI 2237E) is a required second year essay credit for students in the Honors Specialization or Major modules. Furthermore, as an excellent foundational course and prerequisite for many upper-year credits, 2237E is highly recommended for anyone studying Political Science. The goal of this course is to improve a student's ability to reflect critically on issues such as democracy, liberty, equality, modernity, and enlightenment.

In the 2013-2014 year 2237E will be taught by Professors Doug Long (fall semester) and Nandita Biswas-Mellamphy (winter semester). Both professors are notable in the department for their interest in so-called "critical" theory, and they bring this criticality to bear against the core theorists in the history of political thought.

## READINGS

As suggested by the course title, 2237E is meant to survey the theoretical frameworks that inform how we understand the "political." As such, the syllabus is largely centered around various significant texts. Past years have featured a very clear split in the course, where the fall semester highlights classical (ie Greco-Roman thinkers up until the start of the Common Era) and the winter semester

is concerned with "modern" thinkers (those from the Enlightenment until the present time).

Attractions within the classical section of the course include; the plays of Sophocles. This early Greek playwright's works focus on the emerging tensions between the oikos (ie the family), traditionally the fundamental political unit of Greek society, and the polis (ie the city-state), emerging as the dominant institution. These plays are both very insightful and hilariously funny. Following this Thucydides' History of the Peloponnesian Wars recounts the conflict between Athens and Sparta for control over the territory which is today known as Greece. Most important amongst these histories are the Melian dialogue, which is often cited as the cornerstone of the school of international realism. Finally the works of both Plato and Aristotle will dominate the latter half of the semester. Plato's Republic and Aristotle's Politics are examined over several weeks.

When reading these works it is often very easy to get lost in the text. Thucydides is infamous for a writing style which often appears more like an inventory than narrative or history, and the works of Plato and Aristotle both contain many digressions into metaphysical arguments which are not necessarily pertinent to the

course. Therefore, it is best to keep notes restating key arguments in your own words allowing you to bring up various interpretations during tutorials.

## LECTURE

The presentation of modern theory is very comprehensive. Beginning with the transitional figures of Aquinas and Machiavelli, the course attempts to contextualize the impact that both Christianity and the rising nation-state had on European political theory. Having established the emergence of modernism, the triumvirate of Hobbes, Locke and Rousseau will consume a large portion of the winter semester. Other theorists include (but are not necessarily limited to): David Hume, Jeremy Bentham, Adam Smith, Karl Marx, Friedrich Nietzsche, and Michel Foucault.

As a general comment, it is important to realize that every single one of these theorists writes about an exceptionally complex subject and that their prose is correspondingly difficult. If you are finding it particularly hard to understand what you are reading it may be helpful to tackle a reading after its companion lecture. This will provide a framework for interpreting the work and set a course for understanding what is important. Furthermore, Professor Long's enthusiasm for the material

is notorious for causing him to run behind his own scheduling. While this is problematic in some ways, it also ensures that what is covered in lecture will be covered thoroughly and although Long is more free-spirited than the syllabus, his Teaching Assistants are much more rigid. It can be expected that tutorials will follow very closely to the syllabus' guidelines. This apparent discrepancy is remedied by the fact that Long will often provide

refined reading suggestions to focus tutorial discussion. While it would be foolish to rely wholly on these select readings they do tend to provide the core of each theorist's argument.

Finally, historically Prof. Biswas-Mellamphy has instructed the fall semester and Prof. Long the winter, this year will be the reverse. As such, one should expect a reasonable level of divergence from this outline. Biswas-Mellamphy in particular

has expressed that her treatment of the modern theory section will seek to "balance canonical coverage and diversity of ideas." In order to accomplish this she intends to introduce several non-western thinkers to the course. Therefore, a healthy perusal of postcolonial theory would be an appropriate job for the winter break. Best wishes!

## HOW TO SURVIVE

## 2245 COMPARATIVE POLITICS

Comparative politics is a course that is divided into two sections: the global north, and the global south.

The global north focuses on the developed world, and how countries were successfully able to develop. In contrast, the global south focuses on developing countries and the struggles that they face.

The readings allotted for this course are fairly lengthy. Both sections (the global north and the global south) have two required course textbooks, and usually about three chapters are given to read from each text per week. During the global south section there is also a novel to be read in order to

complete a book review. If you are lacking time in a certain week, there are chapter introductions, summaries and definitions that can be read to give a quicker understanding of the week's themes. Usually there are focused readings and tutorial topics given each week that also help give your reading more focus, and help you identify the important aspects of the reading. The professors for this course are both highly passionate about the subject matter, so in order to do well on an essay it is advised to meet with them to discuss your major topics and arguments within the essay. You should also use a wide

range of resources and books to add to your essay, and during lectures the professors often mention important researchers for each theme studied, so you should use these names while doing your research. The professors provide a list of concepts that will be seen on the final exam. To do well on the exams you should use this list and go back to your notes and readings to gather and summarize all the information for each concept given. The exams consist of essays and "short answer" questions where you have to identify the definition and significance of each topic.





# PSA

## Mentorship Program

# 13 | 14

### WHO ARE THE PSA MENTORS?

They are a group of bright, enthusiastic upper year undergraduate– and graduate-level political science students at Western, who are here to help you get through first and second year courses! They are here to act as resources to you.

If you have any questions about a class that you are in, feel free to contact one of the mentors listed under the course title! You will also see them at our PSA events, essay clinics, and around the department this year, so always look to them as a friend to whom you can say *hello!*

### POLITICAL SCIENCE 1020

Amelia Theiss	atheiss@uwo.ca
Anna Carroll	acarro@uwo.ca
Carolyn Biskup	cbiskup@uwo.ca
Colin Baulke	colinbaulke@gmail.com
Emily Mascha	emaschas@uwo.ca
Heather Hu	hhu43@uwo.ca
Jeremy Ludi	jludi@uwo.ca
Karen Gill	kgill59@uwo.ca
Rani Itani	ritani3@uwo.ca
Rishi Sharma	rsharm88@uwo.ca

### POLI 2237: POLITICAL THEORY

Clara Bartlett	cbartle9@uwo.ca
Kris Brumm	brumm.kris@gmail.com
Phil Henderson	phender6@uwo.ca

### POLI 2244: AMERICAN POLITICS

Connor Scott	cscott86@uwo.ca
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### POLI 2245: COMPARATIVE POLITICS

Dana Gold	dgold3@uwo.ca
Marko Kljajic	mkljajic@uwo.ca

### POLI 2230: CANADIAN GOVERNMENT

Louis	Lperraul@uwo.ca
Remy C	rcarus05@uwo.ca
Allie C	acodisp@uwo.ca

### POLI 2246: PUBLIC ADMINISTRATION

Andrew Green	andrew.green0392@gmail.com
Kailey Brisbin	kbrisbin@uwo.ca

### POLI 2231: INTERNATIONAL RELATIONS

Claire McConnachie	cmconna@uwo.ca
Hilary Mosker	hmosker@uwo.ca
Jamie Boley	jamieboley@sympatico.ca
Sara Ataya	s.ataya92@gmail.com
Victoria Stephens	k.victoria.stephens@gmail.com

Mentors are a great answer to all of your Poli Sci questions.



# ADDITIONAL OPPORTUNITIES

## INTERNSHIPS

There are various internships available to Political Science students. Below are some of the more popular organizations that offer internships. Applications are due at various times throughout the year, so be sure to check their websites regularly.

**Parliamentary internship** (due 31 Jan):

<http://www.pip-ppsp.org/index-e.html>

**Canadian Cooperative Association** (rolling applications, abroad):

<http://coopscanada.coop/en/orphan/iyip/applications>

**CIDA Internships** (rolling applications):

<http://www.acdi-cida.gc.ca/internships>

**Ontario Legislature** (due 28 Feb):

<http://www.olipinterns.ca/apply.html>

**Jamie Anderson Parl Intern** (due 1 March):

<http://jaimiesinternship.ca/student-applicants/>

**Central Asia-Caucasus Institute** (check for deadlines):

<http://www.silkroadstudies.org/new/inside/employment/index.htm>

**Council of the Federation** (due in February):

<http://www.councilofthefederation.ca/youthinternship/youthinternship.html>

**ICC Internships:**

<http://www.iccnw.org/?mod=employment>

# GRADUATE SCHOOL



## WHY APPLY FOR GRAD SCHOOL?

Applying for your MA in Political Science is a big—yet worthwhile—decision. There are many benefits to doing an M.A., including:

- Expand your knowledge in a more specific field of political science
- Develop closer relations with a thesis supervisor, which will aid in seeking reference letters for future positions
- A master's degree looks much more appealing to a potential employer than a bachelor's: shows more dedication and skills

## KEEP IN MIND WHEN APPLYING:

- Grad school is expensive: look into which programs will likely provide the most funding for a student with your strengths
- Certain schools will have research strengths that more closely follow that which you would like to study than others. Be sure that the schools you are applying to are strong in the fields you desire.

## ACADIA UNIVERSITY

*M.A. in Political Science*

Application Deadline: February 1st

Application inquiries: rachel.brickner@acadiu.ca

Application fee: \$50

### Application requirements:

- Three reference letters
- Curriculum vitae
- Undergraduate university transcripts
- Maximum 15 page sample of recent written work
- Letter of intent

Tuition: \$7000/year + \$257 in student fees

Cost of living in Wolfville: approx. \$10000/year

### Program:

- Must complete a Master's thesis (maximum 40,000 words)
- Program typically takes 12 months to complete
- Must take POLS 5143 (Master's Colloquium)
- Take at least one course in 3 of 4 subfields:
- Canadian politics, comparative politics, international relations, political theory

### MA in Social and Political Thought:

An interdisciplinary program that draws on faculty from and courses in Political Science, Philosophy, Sociology, and elsewhere. Requirements include coursework (18h) followed by a thesis. For more information see <http://spt.acadiu.ca>.

## UNIVERSITY OF ALBERTA

*M.A. in Political Science*

Application deadline: January 15th

Application enquiries: caroline.kinyua@ualberta.ca

Application fee: \$100

### Application requirements:

- Two official copies of transcripts
- Three letters of reference (signed)
- Curriculum Vitae
- Statement of intent (800 words)
- Research paper, no more than 30 pages

Tuition: \$5,500 (student fees included)

Average cost of living: \$15,000/year

### Program:

- Thesis or research option
- Must register as a full time student for at least one academic school year
- Must complete 8 hours of ethics training

## UNIVERSITY OF BRITISH COLUMBIA

*M.A. in Political Science*

Application deadline: January 1st

Application enquiries: Josephine Calazan, poli.grad@ubc.ca

Application fee: \$93.00

### Application requirements:

- Statement of intent (300 words)
- 3 reference letters [recommended this is done online]
- 2 official copies of transcripts (sent directly to Poli Sci dept)

Tuition: \$5000/year + approx. \$750 student fees

Cost of living in Vancouver: approx. \$15,000/year

### Program:

- Well reputed department: ranked 22nd worldwide in 2012 (Politics and International Relations)
- Typically takes on 20 MA students per year
- Must complete 6 graduate-level courses (up to two from another department allowed)
- Required MA thesis 8000-12000 words
- Focus areas: Canadian, IR, comparative, theory, and US

## BROCK UNIVERSITY

*M.A. in Political Science*

Application deadline: February 1, 2013

Application inquiries: charles.burton@brocku.org

Application fee: \$100

### Application requirements:

- Online application form
- Three letters of reference
- Two official copies of transcript
- Statement of intent

Tuition: \$3,000/term

Cost of living: \$12,000/year

### Program:

- Thesis or master's research project option
- Fields of study: Canadian, comparative, political theory, international relations, public policy & administration
- Gives generous funding

## UNIVERSITY OF CALGARY

*M.A. in Political Science*

Application deadline: January 15th

Application fee: \$100

Inquiries: poligrad@ucalgary.ca

### Application requirements:

- Two reference letters (including the Department's reference form)
- Two official, sealed sets of transcripts
- Sample of academic work
- Research proposal (300-400 words)

Tuition: \$5,500 + \$1,600 student fees

Cost of living: \$13,000/year

### Program:

- Thesis based (100 pages average)
- Normally takes 12-24 months to complete
- Strong in judicial politics, party politics, women in politics, and Canadian foreign policy
- Course offerings in International relations, Canadian politics, and Comparative Politics

## CARLETON UNIVERSITY

*M.A. Political Science*

Application deadline: January 31st

Application fee: \$100

Inquiries: poliscigrad@carleton.ca

### Application requirements:

- Electronically uploaded transcripts (only if you are offered admission, you must submit 2 original hard copies of

transcripts)  
• Two referee appraisal forms  
• Statement of intent (1.5 pages long)  
Tuition: \$7,000/year + \$1,000 student fees  
Cost of living: \$12,000/year

**Program:**

- Course work or thesis option
- Thesis is 80-100 pages, research paper is 65-80 pages
- Offerings in Canadian politics, public policy, comparative politics, and political theory.

**CONCORDIA UNIVERSITY**

*M.A. in Public Policy and Public Administration*

Application deadline: January 15th  
Application fee: \$100  
Inquiries: PoliticalScience.GraduateProgram@concordia.ca

**Application requirements:**

- Original transcripts
- Three academic reference letters
- Curriculum Vitae
- Statement of intent

Tuition: \$485/credit  
Cost of Living: \$13,000/year

**Program:**

- Focus in public policy and administration, Canadian and Quebec politics, International politics, comparative politics, and political theory
- Can do the MPPPA with Courses, with Internship, or with Thesis

**DALHOUSIE UNIVERSITY**

*M.A. in Political Science*

Admission deadline: January 18th  
Admission fees: \$100  
Inquiries: frank.harvey@dal.ca

**Application requirements:**

- Academic transcripts
- Three letters of reference
- Sample of written work (no more than 30 pages)
- Personal statement (1-2 pages)

Tuition: \$7000/year  
Cost of living in Halifax: \$13,000/year

**Program:**

- Canadian Government, Comparative politics, International relations and foreign policy, political theory
- Must complete course work and a thesis
- Must take a core seminar in your area of specialization, and at least one other core seminar

**UNIVERSITY OF GUELPH**

*M.A. in Political Science*

Admission deadline: January 18th  
Admission fees: \$100  
Inquiries: polsmail@uoguelph.ca

**Application requirements:**

- PDF of your online application

• 1-2 page typed Statement of Interest  
• One copy of an official university transcript  
• Two academic letters of reference  
Tuition: \$7,000/year + \$1,300 student fees  
Cost of Living: \$13,000/year

**Program:**

- Thesis or Major Research Paper option
- May take electives from other departments
- Typically takes 1 year to complete
- Interdisciplinary options: Collaborative Program in International Development or Guelph-McMaster in Public Policy and Public Administration

**UNIVERSITY OF MANITOBA**

*M.A. in Political Studies*

Application deadline: January 15th  
Application fee: \$100

**Application requirements:**

- Online application form
- Official copy of transcripts
- Curriculum Vitae
- Statement of interest
- Sample of Writing
- 3 Reference letters

Tuition: \$376/credit  
Cost of Living: \$14,000/year

**Program:**

- Comprehensive stream or thesis stream: Comprehensive includes coursework- Manitoba Legislative Internship can count as a credit. Must complete a research paper.
- Typically takes 1 year to complete
- Can take a Master of Public Administration (offered jointly with the University of Winnipeg)
- Offers courses in Political Theory, Canadian Politics, International Relations, or Comparative Politics

**MCGILL UNIVERSITY**

*M.A. Political Science*

Application deadline: January 15th  
Application fee: \$93.00

**Application requirements:**

- Statement of intent (1 page)
- 2 reference letters [recommended this is done online]
- 2 official copies of transcripts (sent directly to Poli Sci dept)

Tuition: \$5900/year + \$1,500 student feeds  
Cost of living in Montreal: approx. \$13,000/year

**Program:**

- Thesis or research project option
- Very strong in International Relations, though also has Canadian, Theory, and Comparative
- Cross-disciplinary programs: Social Statistics, Development Studies, Gender and Women's Studies, and European Studies
- Typically takes 3-4 semesters to complete program, not including summer.

**MCMMASTER UNIVERSITY**

*M.A. Political Science*

Application deadline: February 15th  
Application fee: \$100  
Inquiries: polisci@mcmaster.ca

**Application requirements:**

- Online application
- 250 word statement of interest
- Personal resume or C.V.
- One official transcript
- Two letters of recommendation

**Program:**

- Course work or thesis option
- Can specialize in Comparative, International Relations, Theory, or Public Policy (or a minor in Canadian)
- Join MA in Public Policy and Administration with Guelph
- MA in International Relations

## MEMORIAL UNIVERSITY

*M.A. in Political Science*

Application deadline: February 15th  
Application fee: \$100  
Inquiries: scott.matthews@mun.ca

**Application requirements:**

- Undergraduate transcripts
- Statement of research interests
- Two reference letters
- 1-2 samples of writing

Tuition: \$4,500/year  
Cost of living: \$12,000/year

**Program:**

- Thesis, Internship, or Research Paper option
- Takes one year to complete
- Research interests in Elections and representation, IR and European Politics, and Public Policy and Governance

## UNIVERSITY OF NEW BRUNSWICK

*MA. in Political Science*

Application deadline: January 15th  
Application fee: \$100  
Inquiries: wright@unb.ca

**Application requirements:**

- Online application
- Three letters of reference
- 2 copies of all official transcripts

Tuition: \$7,000/year  
Cost of Living: \$11,000/year

**Program:**

- Strong in Political theory, public policy, international studies, and Canadian politics
- Research Paper or Thesis option
- One academic year minimum

## UNIVERSITY OF NORTHERN BRITISH COLUMBIA

*M.A. Political Science*

Application deadline: February 15th  
Application fee: \$100

Inquiries:

**Application requirements:**

Tuition: \$1,500/semester  
Cost of Living: \$10,000/year  
Program:

- Thesis, Project, or Course-based option
- Faculty research on aboriginal land claims in Russia, local government reform in Siberia, and analyses of public services and the quality of life in Northern communities

## UNIVERSITY OF OTTAWA

*M.A. in Political Science*

Application deadline: February 1st  
Application Fee: \$100  
Inquiries: politi@uottawa.ca

**Application requirements:**

- Two letters of recommendation
- One official transcript
- Letter of intent
- Resume

Tuition: \$7,500/year  
Cost of Living: \$13,000

**Program:**

- Thesis or Major Research Paper option
- Offerings in Political Thought and Analysis of Ideologies, Canadian and Quebec Politics, International Politics, Political Economy, and Comparative Politics.
- Also offers multidisciplinary in women's studies
- Possible to follow a program solely in French

## QUEEN'S UNIVERSITY

*M.A. in Political Studies*

Application deadline: January 22nd  
Application Fee: \$105  
Inquiries: gradpols@queensu.ca

**Application requirements:**

- Online application
- Statement of intent
- Official transcripts
- Writing Sample
- Two letters of reference

Tuition: \$7,000/year  
Cost of living: \$11,000

**Program:**

- Entails completing 6 half courses and a Master's Research Project
- Offers fields of study in Canadian Politics, Comparative Politics, Gender & Politics, and International Relations, and Political Theory

## UNIVERSITY OF REGINA

*M.A. in Political Science*

Admission to the M.A. in Political Science has been postponed until further notice. However, they are still accepting students into the Master in Social and Political Thought program

## UNIVERSITY OF SASKATCHEWAN

*M.A. Political Studies*

Application deadline:

Application Fee: \$75

Inquiries: polst.grad@usask.ca

### Application requirements:

- Original transcripts
- Three letters of recommendation
- Two page letter of intent
- 5-10 page writing sample

Tuition: \$3,600/year

Cost of Living: \$10,000/year

### Program:

- Admits 10-12 new students/year
- One year to complete
- 75 page Master's thesis
- Field of study: Canadian government and politics, Saskatchewan government and politics, political philosophy, public policy, international relations, and comparative politics

## SIMON FRASER UNIVERSITY

*M.A. in Political Science*

Application deadline: January 15th

Application Fee: \$100

Inquiries: polgrad@sfu.ca

### Application requirements:

- Application check list
- Statement of purpose
- One official copy of transcripts
- Three academic reference forms
- Academic paper

Tuition: \$4,500/year

Cost of Living: \$12,000/year

### Program:

- Extended Essays/Project stream, Thesis option, Field Exam Stream
- Co-op options available
- Offerings in Canadian politics, International Relations, Comparative politics, and Political Theory

## UNIVERSITY OF TORONTO

*M.A. in Political Science*

Application deadline: January 14th

Application Fee: \$100

Inquiries: c.branton@utoronto.ca

### Application requirements:

- Three references
- Official Transcripts
- Writing sample of no more than 30 pages
- Statement of Scholarly Intent

Tuition: \$9,000/year

Cost of Living: \$14,000/year

### Program:

- Offers in Political Theory, Political Science, and the Political Economy of International Development
- Collaborative programs with: Asia Pacific Studies, Diaspora

and Transnational Studies, Environmental Studies, Ethnic and Pluralism Studies, Jewish Studies, Sexual Diversity Studies, and Women and Gender Studies

- One year full time study

## UNIVERSITY OF VICTORIA

*M.A. Political Science*

Application deadline: January 15th

Application Fee: \$110

Apply to: graddocs@uvic.ca (all in a PDF)

### Application requirements:

- 2 official transcripts
- 2 Assessment Reports from faculty (sealed and endorsed envelopes)
- Statement of intent
- "Courses in Progress" form
- A writing sample in English

Tuition: Approx. \$4600/year + approx. \$700 student fees

### Program:

- Both course work and a required thesis
- 6.0 credits of coursework, thesis is 9.0 credits
- Can be done in one year, though most people take 2 years
- Interdisciplinary: Cultural, Social, and Political Thought program

## UNIVERSITY OF WATERLOO

*M.A. in Political Science*

Application deadline: January 30th

Application Fee: \$100

### Application requirements:

- Three letters of reference
- Resume
- Statement of Interest
- Sample of written work

Tuition: \$2,400/year

Cost of Living: \$12,000/year

### Program:

- Offerings Political Economy, Conflict and conflict resolution, and Canadian State and Society
- Typically takes 12 months to complete
- Research paper, thesis, or Co-op option

## UNIVERSITY OF WESTERN ONTARIO

*M.A. in Political Science*

Application deadline: January 15th

Application fee: \$95.00

Inquiries: tmclauch@uwo.ca

### Application requirements:

- Two letters of reference
- Official transcripts
- Writing Sample
- Letter of intent

Tuition: \$9,000/year

Cost of Living: \$12,000/year

### Program:

- Offerings in Political Theory, Canadian Politics, Comparative

Politics, Local Government, and International Relations

- Thesis or coursework option with a Master's Research Project (most choose the MRP)

## **WILFRED LAURIER UNIVERSITY**

*M.A. in Political Science*

Application deadline: January 15th

Application Fee: \$100

Inquiries:

### **Application requirements:**

- Completed Application form
- Completed Personal Information Form
- Resume of academic and work experience
- Official transcripts
- 2 Academic references
- Sample of Scholarly Writing

Tuition:

Cost of Living: \$11,000/year

**Program:** Canadian politics, Comparative Politics, International Relations, or Public Opinion and Electoral Studies (school specialty)

## **YORK UNIVERSITY**

*MA in Political Science*

Application Deadline: January 5th, 2013

Application Fee: \$100

Inquiries: jsarra@yorku.ca

### **Application requirements:**

- Transcript
- Two letters of reference
- Resume or CV
- Letter of intent (500 words)
- Sample of writing (30 pages or less)

Tuition: \$5,500/year

Cost of living: \$11,000/year

### **Program:**

Canadian Government, Comparative Politics, Political Theory, International Relations, Women and Politics. One year of study.