Saint Mary's University

The Writing Centre

APA Style Guide

Political Science Department

October 2021

Preface:

This handbook is an abridged style guide that is designed to serve as a general reference only. Some professors may have specific requirements that differ from what's outlined here, so make sure to follow the information provided in your assignment outlines and to check with your professors for clarification.

Guidelines given here are in accord with disciplinary standards in Political Science and draw on the Publication Manual of the American Psychological Association, 7ᵗʰ ed. (2019). This handbook, available at the Writing Centre, provides a more nuanced account of the APA approach to writing-style than is given here.

We also encourage students to have a look at SMU's "Inclusive Language Statement," available online — https://www.smu.ca/about/inclusive-language.html — a guide to using language respectfully and sensitively.

Other helpful on-line resources:
• *The Diversity Style Guide:* https://www.diversitystyleguide.com/
• *Conscious Style Guide: Include | Empower | Respect:*
    https://consciousstyleguide.com/

And available on-line via the Patrick Power library and at the Writing Centre:
• *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples,* by Gregory Younging

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FORMATTING A PAPER
1. Title Page

The title page of every Political Science paper should contain the following information (see the sample title page near the end of this guide):

- **Title**: The title of the paper should be short but descriptive (i.e., "Essay #1" would not be acceptable, because it does not reveal anything about the paper); it does not have to be witty or catchy, but it must give the reader a general idea of the topic to be discussed. The title should be bolded.
- **Author's name** (first name, initial, last name) and **institutional affiliation** (Saint Mary's University)
- **Running head**: a 50-character (maximum), abbreviated title printed at the top of all pages, flush left in all uppercase lettering. This is used for publication purposes; check with the instructor whether this is required.
- Instructors will often require *extra information* on the title page (e.g., course, date, word count, etc.). Read the class syllabus or ask the instructor for details.

2. Abstract

An abstract is a brief summary of a paper. According to the APA manual, an abstract should be between 150 and 250 words and contain the label "Abstract" centered at the top of the page. Some instructors require an abstract, while some will not; be sure to check before beginning to write.

3. Spacing and Margins

All academic papers should
- Be typed using a word-processing program
- Be double-spaced throughout (except for single-spacing of long direct quotations (see section 7))
- Have one inch margins at the top, bottom, and on the left and right of the page
- Be left justified

4. Printing

Papers should be printed on standard white 8½" x 11" paper. Check with your instructor before printing double sided.

5. Pagination

Every page, excluding the title page, must be numbered. Page numbers can be at the top or bottom of the page, and may include your name immediately before the number; however, periods, parentheses, and other punctuation should not be used.

6. Indentation

Indent the first line of every paragraph ½ inch using the tab key.Note the following exceptions:

- **Abstract**: The first line of the abstract is not indented.
- **Block quotations** (quotations that are 40 words or more): Indent all lines (the block) ½ inch.
- **Titles and headings**: The title is centred. Headings are either centred or flush left, depending on the heading level.
- **Table titles and notes**: Table titles and notes should be flush left and not indented.
- **Figure captions**: Figure captions should be flush left to the margin and not indented.

7. Quotations

Any time that another author's idea is used in a paper, it must be correctly attributed with an in-text citation immediately following the quote (see guidelines for citing research on page 10). Direct quotations must be reproduced exactly as the original, including wording, spelling, capitalization, and punctuation. If the quotation contains a mistake (grammatical or otherwise), indicate this error as original source by using the editing note [sic] after the error, including the square brackets. The formatting of a quote will depend on the type of quote cited.

Quotations are used to emphasize a point or to controvert. Quotations express in words something unique, pithy, controversial, eloquent, etc. If the phrasing is not particularly noteworthy then a paraphrase should be used,(i.e., use your own words, to impart information or ideas). In both cases, whether quoting an author directly, or paraphrasing him or her, proper citations is required.

i. Short, Direct

Quotations shorter than 40 words should be incorporated into a text and enclosed by double quotations marks (" ").

Dobrowolsky and Jenson (2004) summarize that "one clear result of representations focused on the child is that claims for women's equality rights have become more difficult to make" (p. 174).

ii. Long, Direct

Quotations 40 words or longer should be indented and double-spaced with no quotation marks. For long quotations, the punctuation is placed *before* the parentheses.

Ismael and Measor (2003) explain this view:

This narrow perspective, predominantly conservative and American in origin,

has rendered to Canadians an immensely homogenized Islamic "Arab world"

that is characterized by its poverty, dictatorial regimes, draconian human rights

record, economic backwardness and social malaise. No mention of the legacy of

colonialism is broached, and no analysis of the overt involvement of American

and Soviet machinations during the Cold War is incorporated. (p. 103)

iii. Quotes within quotations

Occasionally, a quote will have within it a quote from second source. In this case, for long quotations, enclose direct quotations in double quotation marks; and for short quotations, use single quotation marks to enclose quotes.

Short:

Dobrowolsky and Jenson (2004) note that "not surprisingly, social advocates were opposed to the report and raised concerns about it 'reducing federal leadership, failing to establish federal principles and standards, and expanding the role of the minister of finance in a social program'" (p. 162).

Long:

Gaon (2008) notes that:

> The very first section of the text is called 'The Possibility of Philosophy', and Adorno begins it as follows: "Philosophy, which once seemed obsolete, lives on because the moment to realize it was missed. The summary judgment that it has merely interpreted the world [Marx], that resignation in the face of reality had crippled it in itself, becomes a defeatism of reason after the attempt to change the world miscarried. Having broken its pledge to be as one with reality or at the point of realization, philosophy is obliged ruthlessly to criticize itself." (p. 340)

iv. Indirect

Indirect quotes (paraphrased ideas) allow for the incorporation ideas or arguments in a paper without using the original wording. These ideas or arguments become combined with your arguments, but they must be appropriately cited.

Gaon (2008) supports this idea (p. 340).

8. Ellipses

An ellipsis is useful when quoting certain parts or sections of a source. To remove words, for example, from a direct quotation, indicate this by using three spaced periods in place of the missing words (…). If this occurs at the end of a sentence, use four periods. Remember, all commas and periods must be within the quotation marks. Keep in mind that the quote must still embody the original idea and the author fairly represented.

> Keeble and Smith (2001) assert that "Canada's foreign policies…have been
>
> impressive, at least from a feminist essentialist viewpoint" (p. 131).

9. Tables

Tables provide an efficient way of presenting a large amount of data in a limited amount of space. Tables should be reserved for important data directly related to the content of your paper and to simplify text that would otherwise be dense with numbers.

If you include a table in your paper, you do not need to repeat the same information in your text. Simply choose one method of presenting the information – whatever you think will be clearer for the reader to understand.

Tables should contain the following information:
- *Table number:* Number all tables in the order in which they are first mentioned in the text.
- *Title:* Each table should contain a brief and explanatory title.
- *Headings:* Each column should contain a short heading that does not make the column wider than necessary.
- *Notes:* Tables can contain three kinds of notes
  o General notes provide information about the table and begin with the word *Note* (italicized) followed by a period. General notes include the source of the table if you did not create it.
  o Specific notes refer to a particular column, row, or individual entry and are indicated by superscript lowercase letters.
  o Probability notes indicate the results of tests of significance.

To refer to tables by their number (Table 5), instead of "the table above.

Table 1
Sample Causal Mechanisms by Scope of Application

Causal Mechanism	Brief Definition	Causal Agent	Exemplary Citations
Belief formation (adaptive expectations)	People act in accordance with signals from others about the necessity of an act.	Individual	Hedstrom and Swedberg (1999, p. 21)
Rational Choice	Individuals act to maximize their perceived utilities	Individual	Olsen (1965)
Brokerage	A mediating unit (group or individual links two or more previously unconnected social sites.	Individual or collective	McAdam et al.(2001)

Note. Mechanisms in parentheses are subtypes of more abstract mechanisms or processes. Adapted from "Context and Causal Mechanisms in Political Analysis," by T. G. Falleti and J. F. Lynch, 2009, *Comparative Political Studies, 42*, p. 1150.

To cite tables from another source, include the citation just below the table (Table 1) to provide the reader with adequate citation information.

10. Figures
Although figures usually require a reader to estimate values, figures allow for a quick glance at an overall pattern of results. Figures are also useful for depicting interactions between variables. A figure should be simple, clear, and easy to understand.

There are several types of figures that may be included in a paper. The most common ones include the following:

- *Graphs* show relationships in a dataset. There are several types of graphs:
    - Scatter plots
    - Line graphs
    - Bar graphs
    - Pictorial graphs
    - Pie graphs
- *Charts* show relationships between parts of a group.

All figures should meet the following requirements:
- The font size for all parts of the figure should be between 8 and 14 points.
- Include a legend to explain any symbols used.
- Include a brief but descriptive caption.

To cite figures, refer by number (Figure 5).

PLAGIARISM

1. What is Plagiarism?
According to Saint Mary's Academic Calendar, plagiarism is the "presentation of words, ideas or techniques of another as one's own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data)" (Saint Mary's University, 2009, pp.22-23).

Plagiarism includes taking someone else's words, sentences, ideas, or paragraphs and using them without proper citation. However, this is not the only form of plagiarism. Plagiarism also involves taking someone else's *ideas* or *arguments*, putting them into your own words, without proper citation. Keep in mind when paraphrasing an idea or argument from someone else, change the structure of the sentence, and put it into your own words, and include a citation. Simply changing or rearranging a few words is not sufficient and is considered a form of plagiarism. Academic writing is all about ideas and arguments. If information (or specific sentences or groups of words) comes from somewhere else, then proper citation is required. When in doubt, use a citation.

2. Avoiding Plagiarism
To avoid plagiarism, cite all sources. Information used word-for-word requires quotations (see the Quotation section in this booklet) and both in-text and reference list citations. If using another's ideas/arguments, but put it into your own words, quotation marks are not required, but in-text and reference list citation is still required.

3. Common Knowledge and Plagiarism
"Common knowledge" is knowledge that is common to a culture or society. As such, there can be confusion as to what is considered common knowledge. Something might be common knowledge to researchers in a field but be new information to a student. There is no set rule for what constitutes common knowledge.
To test whether something is common knowledge, ask "would everyone who studies Author A, Topic B, or Subject C know this?" If "yes", then this may be considered common knowledge. Another way to look at it is, if the same information can be found in five or more sources (which are completely independent and not referring to one person or to one another), then it may be common knowledge.

> *Example of common knowledge that does not require citaiton:*
> World War One was waged between the years of 1914 and 1918
>
> *Example of something that has to be cited:*
> 66 944 Canadians died in World War One (Urlanis, 1971, p. 85).

If unsure whether or not a source is common knowledge, it is always best to provide a citation. Also, keep in mind that when using a specific person's study or idea, even if it is common knowledge, it needs a citation.

> Approximately 67 000 Canadians died in World War One (Urlanis, 1971, p. 85).

In this case, the overall number of casualties may be slightly different from source to source, so it is better to cite from the source.

ADDITIONAL TIPS FOR ESSAY WRITING

Before you begin to write your essay, read the following information.

1. An essay must contain the following:
- An introduction, which includes a proper thesis statement
- A body of text, which includes arguments, illustrations, documentation, and evidence to substantiate an essay's position or argument
- A conclusion, which includes a summary and reiteration of the essay's main points
- Citations and a reference list (See #5 below.)

2. Carefully consider the question(s) that is/are asked. Be sure to formulate a strong thesis statement. Be clear about the essay's specific focus and narrow, defined scope. For example, to which country/countries does your topic apply? This needs to be addressed at the start of your paper.

3. Research evidence and relevant information. Begin by reviewing any required readings and recommended readings from the course syllabus. However, use additional scholarly sources (check with your instructor for any required texts), i.e., beyond course readings and not including textbooks. Popular magazines, newspaper or Internet articles, are also useful, but do not count as scholarly sources and are considered supplementals to academic sources. Again, check the course instructor if Internet articles are suitable.

Some tips on researching
- Check foot and endnotes in articles and texts used in the course; scan further reading recommendations in course text chapters on the essay topic.
- Use subject or key word searches on Novanet
- Make use of computer based search engines on the Library website e.g., EBSCO, PAIS, Sociofile, Project Muse, etc.
- Scan journal indexes, such as the Canadian Periodical Index, Social Sciences Index, etc.
- Scan relevant academic journals. such as the American Journal of Political Science, Canadian Journal of Political Science,

Comparative Politics, Parliamentary Affairs, etc. Many of these are shelved alphabetically on the 3rd floor of the Library
- Look beyond Political Science Journals; consider other options, such as journals in Law, International Development Studies, Race and Ethnicity Studies, Sociology, Women and Gender Studies.
- Examine news indexes, bibliographies, and general reference texts
- Search government documents

4. Write clearly and accessibly. Avoid simple errors with respect to vocabulary, grammar, and style. Proofread your work. You may also want to read your paper out loud. If it sounds awkward, it may need to be clarified or rewritten. Some further reminders:
- Catch spelling mistakes and be on the lookout for grammatical errors
- Beware of colloquialisms and avoid informal writing; use an appropriate tone and register
- Avoid jargon, hyperbole, exaggeration
- Avoid repetition
- Know the difference between it's and its; we're, were, where and wear; they're, there and their; effect and affect
- Avoid contractions in an essay e.g., (don't) Do not use contractions
- Try not to start sentences with "As well" or "And"
- Check for the correct spelling of proper names: authors, Prime Ministers, Presidents, party leaders, professors, etc.

5. Each paper must include in-text citations and a complete reference list. Do not 'pad' a reference list with extra, unused sources; list only those sources referred to in the essay. The reference list for an essay outline will be annotated; the reference list attached to the final research essay will not be annotated. See the section below on documenting research in APA style.

DOCUMENTING RESEARCH – APA STYLE

In academic writing, it is often necessary to include information from sources such as books, journals, magazines, newspapers, and the Internet. These quotations must be cited appropriately both in the text and in the reference list. This is true for direct, as well as indirect quotes. For more information on what to cite and why it must be cited, see the section on plagiarism above.

In-Text Citations

As mentioned, both direct and indirect quotes, must include in-text citations and an entry in the reference list. Following APA style, each sentence containing idea(s) of others must include a reference to the author's name, the date of publication, and the page or chapter reference, if applicable. Page references are typically only required in direct citations and are needed for indirect citations only when drawing on an obscure element of an author's argument, or a point with which is dealt only briefly.

If an author is mentioned in a sentence, include the date and page reference (if applicable) in parentheses after the author's last name. If an author is not mentioned in the sentence, include the author's last name, date of publication, and page reference in parentheses at the end of the sentence. For citations of works written by one or two authors, spell out the last names of each author every the work is referenced.

Gaon (2008) demonstrates…(p. 87).
Or
"quote quote quote" (Gaon, 2008, p. 67)

Note: *If citing a source more than once within a paragraph*, include both the author and year in the first citation, but the year can be omitted in subsequent citations. However, if the source can be confused with another one (e.g., if describing two articles by the same author in the same paragraph), then include the year in all citations.

> Smith and Landes (1998) argue…
>   or
> Paraphrase of material (Smith & Landes, 1998).

More than two authors
        If there are more than two authors, the last name of the first author followed by "et al." is used for each occurrence.

> Hoffman et al. (1963) show…
>   or
> "quote quote quote" (Hoffman et al., 1963).

Multiple citations to support an idea
        If you are citing more than one study to support an idea, make sure that the citations are in alphabetical order.

> (Doucet & Pessoa, 2007; Keeble, 2005)

These examples consider other cases that might be encountered:

No pages in the document
        If there are no page numbers (e.g., electronic documents), use the paragraph number (if available) preceded by the abbreviation "para." If paragraph numbers are not visible, cite the heading and the paragraph number following it (e.g., Smith, 1999, Conclusion section, para. 2).

Works written by a group or corporation
        For organization or groups (e.g., United Nations), cite the group or organization's name as the author. If the group or organization has a well-known abbreviation, you can abbreviate the name in the text. The first time the group is mentioned, provide the name in full followed by the abbreviation. Use the abbreviation for subsequent mentions of the group.

> First citation: (United Nations [UN], 2005)
> Subsequent citations: (UN, 2005)

Works with no author

If there is no author, use the first few words of the title of the work in place of the author. Use double quotation marks around the title of an article or chapter, and use italics for the title of a periodical, book, brochure, or report.

> "Organizational Performance" (2009) defines internal culture as…

Anonymous author

If a work is designated as "Anonymous" write the word Anonymous in place of the author.

> (Anonymous, 2005)

Class notes, interviews, personal communication

Personal communications including letters, emails, personal interviews, phone conversations, and similar sources that contain unrecoverable data (e.g., class notes) are not included in the reference list, but need to be cited in-text. To cite personal communications, include the initials and last name of the communicator and the exact date:

> D. Naulls stated… (personal communication, April 3, 2009).
>
> "quote, quote, quote" (R. Landes, personal communication, March 4, 2010).

Annotated bibliography

While not always a requirement, some instructors request an annotated bibliography. An annotated bibliography is a list of reference that includes a synopsis, précis, or executive summary of a book or article used or cited in a paper. It demonstrates why each source is relevant to the paper. Typically, annotated bibliographies are used during the proposal/outline phase of the writing process and are not included in the final paper, though check with the course instructor. While it may be advantageous to use non-scholarly sources, such as newspapers or magazines, only scholarly sources should be included in an annotated
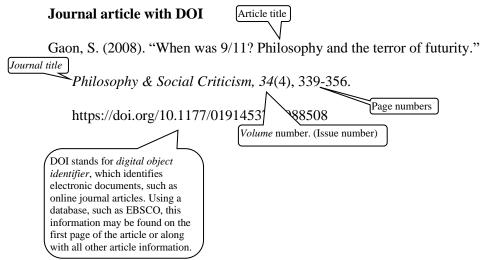
bibliography. All sources, scholarly or not, must be included in the final reference list.

In political science, use APA style to format citations in an annotated bibliography. , and add a synopsis for each entry. The synopsis is found immediately after the citation (do not leave a blank line in between), and it should be indented on the left hand margin. The entire bibliography should be double spaced.

Each synopsis should be limited to a 50 to 100 word short paragraph. Each synopsis should include a description of a work's argument, main findings, and conclusion. Typically, this will require two to four sentences. Next, provide a one to two sentence analysis of the strengths, weaknesses, and usefulness of the work to the paper's argument.
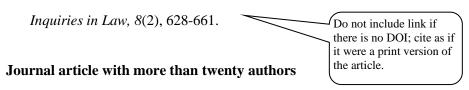
Reference-List Entries:

Journal Articles

Journal article with DOI

Gaon, S. (2008). "When was 9/11? Philosophy and the terror of futurity."

Philosophy & Social Criticism, 34(4), 339-356.

https://doi.org/10.1177/0191453\ ?88508

> Article title

> Journal title

> Page numbers

> *Volume* number. (Issue number)

> DOI stands for *digital object identifier*, which identifies electronic documents, such as online journal articles. Using a database, such as EBSCO, this information may be found on the first page of the article or along with all other article information.

Journal article without DOI (electronic and print article)

Dobrowolsky, A. (2007). "(In)security and citizenship: Security,

im/migration and shrinking citizenship regimes." *Theoretical*

Inquiries in Law, 8(2), 628-661.

> Do not include link if there is no DOI; cite as if it were a print version of the article.

Journal article with more than twenty authors

To reference a journal article with more than twenty authors, list the first nineteen followed by an ellipsis, then the last author.

Print Sources

Book by one author:

> Book title: Capitalize only the first letter of the first word in the title and all proper nouns. If there is a colon in the title, capitalize the first word after the colon.

Landes, R. (2002). *The Canadian polity: A comparative introduction* (6th

> Author's last name and first initials

ed.). Pearson.

> Publisher name

Book by two authors

Keeble, E., & Smith, H. A. (1999). *(Re)defining traditions: Gender and*

Canadian foreign policy. Fernwood.

Book by three to twenty authors

Mintz, E., Close, D., & Croci, O. (2009). *Politics, power and the*

common good: An introduction to political science (2nd ed.). Pearson.

Chapter in an edited book

> Chapter title

Campbell, E., & Naulls, D. (1987). "Social-science training as related to

the policy roles of US career officials and appointees: The decline of

> Book editor

analysis." In M. Bulmer (Ed.), *Social science research and*

> Book title

government: Comparative essays on Britain and the United States

(pp. 113-140). Cambridge University Press.

Entry in an encyclopedia

"Right of asylum." (1995). In *Academic American Encyclopedia* (Vol.

16, p. 222). Grolier.

Magazine article

> Date of publication: include month and day for weeklies and month for monthlies

Davis, J. (2009, April 15). "Black liquor 'subsidy' touches off storm."
Embassy, 250, 5.

Newspaper article

> If there is no author, put article title here.

Ditchburn, J. (2009, April 20). "Obama lauded for making summit

work." *The Chronicle Herald*, p. B1.

Government document

> If there is no author, put the gov't department here (e.g., Health Canada).

Ostrovsky, Y., Hou, F., & Picot, G. (2008). *Internal migration of*

immigrants: Do immigrants respond to regional labour demand

shocks? (Catalogue No. 11F0019M — No. 318). Ottawa: Statistics

> If the publisher is the same as the author, (for example, if this report was written by Statistics Canada), put "Author" here.

Book review

> If the review is untitled, include the information in brackets as the title, but keep the brackets to indicate that it is not a title. If the review is titled, include the title before the information in brackets.

Pessoa, C. (2007). [Review of the book *Populism and the mirror of*

democracy, by F. Panizza (ed.)]. *Political Studies Review, 5*, 96-97.

Unknown or no author

World development report. (1989). New York, NY: Oxford University

Press.

Unpublished conference paper

Doucet, M. (2006, March). *Empire and the possibility of democracy.*

　　Paper presented at the annual convention of the International Studies

　　Association, San Diego, CA.

Grey literature (brochures, etc.)　[Use n.d. to indicate that there is no date.]

Saint Mary's University. (n.d.). *Political Science at Saint Mary's*

　　University [Brochure]. Halifax, NS: Author.

Films and documentaries

Arnold, B. (Producer), & Lasseter, J. (Director). (1995). *Toy story*

　　[Motion picture]. United States: Walt Disney Pictures.

Single episode from a television series

Findlay, G. (Writer). (2009). Powerless [Television series episode]. In H.

　　Cashore (Producer), *The fifth estate*. Toronto, ON: Canadian

　　Broadcasting Corporation.

Electronic Sources

Electronic book

Ginsberg, B., Lowi, T. J., & Weir, M. (2007). *We the people* (6th ed.).

    Retrieved from http://www.nortonebooks.com/ Accessed on

    September 10, 2019.

> Include 'Retrieved from' only if date accessed is also included.

Government document

Indian and Northern Affairs Canada. (2008). *Aboriginal and northern*

    economic development: Working for a better tomorrow.

    http://publications.gc.ca/pub?id=330939&sl=0

Entry in an on-line encyclopedia

Political economy. (2009). In *Encyclopædia Britannica*.

    http://www.britannica.com/EBchecked/topic/467600/political-

    economy

Article on website

Makarenko, J. (2009). *Charlottetown Accord: History and overview*.

    http://www.mapleleafweb.com/features/ charlottetown-accord-

    history-a

> Include author name, followed by screen name in square brackets. when both are available.

> Include streaming service host as publisher.

Video clip

University of California, Berkeley. (2008). Political Science 179:

   Election 2008, lecture 1 [Video] YouTube. http://

   www.youtube.com/watch?v=3D9Dq8VsxnM

Professor's Lecture Notes:

Wilkinson, L. (2008, April). *Gender & generation status effects on entry*

   to the job market in Winnipeg: An empirical understanding.

   PowerPoint presentation at the National Metropolis Conference,

   Halifax, Nova Scotia. http://compartevents.com/

   Metropolis2008/A3-Wilkinson^Lori.pdf

Sample Essay

Canada's Electoral System: Benefits and Drawbacks

Phoebe Smith

Saint Mary's University

A00028438 [if required]

POLI3386.0 [if required]

Dr. A. Dobrowolsky [if required]

April 2, 2008 [if required]

Word Count: 822 [if required]

Your pages should be numbered in the top, right-hand corner.

Canada's federal electoral system has always been a single member, plurality vote (SMP). The candidate who receives the most votes is elected to that constituency, regardless of the percentage of people who vote for the winner. For this reason it is often referred to as the first-past-the-post (FPTP) system. The main feature of FPTP is that it is the easiest possible system to understand. Every citizen gets one vote, and whoever receives the most votes is the winner. Vote counting is therefore quick and easy.

One characteristic that has been commonly observed about plurality voting systems such as FPTP in Canada is that it tends toward producing majority governments. Between 1921 and 2006 there have been 26 federal elections which resulted in 16 majority governments. However, only two of these governments were formed on

This is a good example of an in-text citation for a paraphrased idea.

majority of the popular vote (Pilon, 2007, p. 42). The problems this creates are well articulated by Pilon: "one of the principle values that allegedly distinguish democratic societies from non-democratic ones is that democracies are bound by a notion of majority rule... yet the 'majority' making

This is a good example of a citation for a short quotation when the author's name has already been mentioned.

early always a minority" (p. 43). It is argued that the tendency of FPTP to produce

majority governments translates to stability and effectiveness. However, "the current system fosters instability in another sense; a small shift in voter support can mean that one manufactured majority government is replaced by another of a drastic different ideology, without society undergoing any major shift in public opinion" (Schwartz & Rettie, 2004, p. 70). Clearly the degree to which FPTP produces stable governments is debatable.

Once a party has achieved a majority government they dominate the political agenda until the next election. The opposition (although it may have come close to the winning party in popular vote) has almost no power. The opposition party is left with the role of criticizing the government which leads to an adversarial tone to party politics. This adversarial trend is strengthened by elections. When parties compete for a plurality vote it becomes a zero-sum game where a candidate's standing can be enhanced by attacking his biggest enemy.

The Canadian electoral system has produced mainly centrist parties which attempt to broker broad interests. Successful parties are traditionally able to bring together people from many different groups. Also of concern is the fact that if one does not vote for the candidate who wins the constituency they have essentially wasted their vote, although the party does receive a small stipend for each vote cast. This prevents

the rise of third parties because it puts those with diffuse national support at a disadvantage. The Canadian New Democratic Party has traditionally faced this barrier; although they receive a large percentage of the popular vote, it is not reflected in the legislature.

Plurality electoral systems also encourage the growth of parties with strong regional strength, which exacerbates the regional divisions which are already felt across Canada. Due to this regionalization, parties tend to focus on regions in which they know they will be strong. Other regions may be completely left out of government, and thus left out of the government's agenda as was the case in Nova Scotia in 1997 when the Liberal Party received nearly 30% of the vote in the province, but this did not translate to even a single seat.

This is a good example of a long quotation. Remember, in APA style. even a long quotation should be double-spaced

The West is not just right wing. Not all Quebecers want to separate. Every citizen who lives in Ontario is not a Liberal and it isn't only Atlantic Canada that supports the Progressive Conservatives or the NDP. But our present voting system certainly suggests that this is true. … [T]hese myths have lives of their own and destructively influence Canadians' perceptions of each other. (Law Commission of Canada, 2004, p. 11)

For a country as regionally defined as Canada, the FPTP system is a hindrance to national unity.

Women and minority groups find themselves chronically under-represented in the Canadian House of Commons. The plurality system makes it so that it is important to find candidates who will be acceptable to a broad range of voters. As it is not yet the norm for women and minorities to be elected, they are seen as more of a risk to the party at election time (Young, 1994, p. 40). If a party is worried about a contest, they will ensure that there is a more popular candidate there. Women and minorities tend to run in only in constituencies which are more "safe", that is where their party has more support.

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Young, L. (1994). *Electoral systems and representative legislatures: Consideration of alternative electoral systems*. Canadian Advisory Council on the Status of Women.

Notes about the reference list:

- Order the references alphabetically by last name.

- When there are several works by the same author, list the earliest publications first, and list single-author entries before multiple-author entries with the same first author.

- If a single author has multiple works published in the same year, then alphabetize them by title and include letters (starting with "a") after the year in both the reference list and in-text entries (i.e., 1999a; 1999b).

- Arrange references with the same first author and different 2nd and 3rd authors alphabetically by the second author's last name.

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American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

Purdue University Online Writing Lab (OWL). (2010, January 11). *APA formatting and style guide*. Retrieved January 23, 2010 from http://owl.english.purdue.edu/owl/resource/560/01/

The Writing Centre in Rm 115 of the Burke Building on Saint Mary's campus has many writing guides and style manuals to help students. The Writing Centre offers tutoring services for writing and advice on specific assignments. Online writing guides are also available.

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