

UNIVERSITY OF WESTERN ONTARIO
POLITICAL SCIENCE 3313E
ANCIENT AND MODERN POLITICAL RESPONSES
TO THE PROBLEMS OF WEALTH AND POVERTY
2012-2013

ph: (519) 661-2111, ext. 85177

Term Office Hours:

UWO: Social Science Centre 4143: Monday 1-3, Wednesday 1-3

Dr. R. VandeWetering

Tues 3:30-5:30

SSC 4112

E-mail: Please check your UWO email account for periodic messages. My e-mail address is rvandewe@uwo.ca. When you e-mail me, put in the subject heading "3313—your last name". This will help prevent your message being deleted as spam.

Important Notice Re: Prerequisites/Antirequisites *Please Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.*

Antirequisite for Pol 3313E: Pol 202E, Pol 313E Prerequisite: Pol 2237E

Course Description: Wealth, property, poverty and inequality create problems and opportunities for a society. Thinkers in different eras have articulated varying responses to these problems and opportunities. This course introduces students to these responses. The bulk of the course will be spent examining ancient and modern approaches to wealth and poverty, with particular attention being paid to the role of government. This section will include readings from the Bible, ancient Greek and Roman philosophy, early and medieval Christian writers, Political Economists, Liberals and Socialists. The final section of the course will be spent examining contemporary Canadian and international responses to wealth and poverty issues.

Textbook: A coursepack of readings will be available at the UWO Bookstore (UCC) in two volumes. Volume I is now available; Volume II will be ready in early November.

Evaluation

1st Test:	Nov 13	15%	Elborn College 2155
1st Essay:	Nov 27	20%	
2nd Test:	Feb 5	15%	TBA
2nd Essay:	Mar 12	20%	
Final Exam:		30%	

Tests: 50 minutes. The tests will take place in the first hour of the scheduled seminar. 1 short-answer question and 1 Essay question (in essay format: intro, thesis, conc); a choice will be provided. Note the location of the first test: Elborn College.

Essays: 2500-3000 words (not including bibliography or footnotes); typed; double-spaced; you must keep a copy for yourself and you must keep your notes and rough drafts; if you make a reference to or quote from the internet, you must print the page cited, highlight the quote, and include it with the essay as an appendix. Include page numbers with every non-internet reference. My lectures are not a source. Include a title page—please do not put your name on the inside of the essay; also include your e-mail address on the title-page. Note: your essay may be checked against an electronic database. **Late Proposals:** You must submit an essay proposal during a meeting with me in my office. A sign up sheet will be posted on my office door. A late penalty for essay proposals is **5% per day** off your essay mark. Contact me if your proposal will be late. **Late essays:** Papers must be submitted to me **personally** in class, during office-hours, or at times specified on or before the due-date. Do not place papers under the instructor's door. Extensions will only be granted in exceptional—and properly documented—medical circumstances, and by prior arrangement with instructor. Computer problems do not qualify as an excuse: prepare your essay assuming that you will have problems with your hard drive. Late papers will be penalized **10% per day**, including weekends. Social science students should refer to <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> if you have a problem.

Final: 3 hours. 1 short-answer question and 3 essay questions (in essay format: intro, thesis, conc); a choice will be provided.

Seminar Schedule

Sept 11	Introduction; THE ANCIENTS: Homeric Greeks	chapter 1
Sept 18	Early and Classical Greeks	chapters 4,6,10
Sept 25	Pythagoras, Aristophanes, and Plato	5,16,20 (pp. 83-92), 52
Oct 2	Aristotle Essay Proposal Appt Oct 3-5	25,15,20 (pp. 92-7)
Oct 9	Cynics, Stoics and Epicureans	23,56,28
Oct 16	Roman Luxury	24,35,41,54,66
Oct 23	Phoenicia, Hebrew Bible (Old Testament)	23
Oct 30	THE CHRISTIANS: Apocrypha and New Testament	34,51
Nov 6	Christianity	67,70,80
Nov 13	Test 1; “Dark Ages”	91,96
Nov 20	Transition to a commercial society; effect on church	93,90,111,116
Nov 27	Medieval Literature Essay due at the beginning of class	105,123,124,125
Dec 4	Municipal Reform and The Reformation	135,136,144

2nd term

Jan 8	THE LIBERALS: Old Liberalism	150,164,167
Jan 15	Political Economy, Luxury and Commerce	166,168,173,177
Jan 22	18th-century Poor Law reform Essay Proposal Appt Jan 23-25	182,169,175,192
Jan 29	Democracy and Population	179,186,188,189,191
Feb 5	Test 2; Socialism	194,166,198
Feb 12	Socialism; 19th c. Old Liberals	190,204,197,195,199
Feb 18-22	Reading Week	
Feb 26	New Liberalism	206,209,218
Mar 5	CONTEMPORARY TIMES: Modern Conservatism	252,257,208
Mar 12	Canada in the 20th century Essay due at the beginning of class	250,251
Mar 19	Canada: Charities; Voluntary Sector	G.W. Bush “The Duty of Hope” in Olasky, <u>Compassionate Conservatism</u> (reserve) ; chaps 255, 256
Mar 26	Canada: Workfare, Welfare, and the Poverty Line	254; Sarlo <u>Poverty in Canada</u> pp. 17-34, 193-9(reserve); Ontario Works website (Ministry of Community and Social Services, mcss.gov.on.ca): Directives 2.1, 4.1, 4.2, 6.1.
Apr 2	Global Poverty	Baylis and Smith <u>Globalization of World Politics</u> (1st ed), pp. 114-9, 127-38, 149-54 (reserve)
April 9	Global Poverty	258

GUIDE TO READING:

General Questions:

- *Who counts as the poor/rich?
- *Why is someone poor or rich? Why does poverty exist?
- *Do the rich create the poor?
- *Is there anything we can do about poverty? Can poverty be eliminated?
- *Is poverty/wealth a shameful thing? What are shameful/acceptable ways to pursue wealth?
- *Who are the deserving poor? The undeserving? The deserving rich? The undeserving rich?
- *Does the agathos need to be rich?
- *Should we consider the poor as a threat to society or as an asset? The rich?
- *Why should I help the poor/rich? What is in it for me? How should I help the poor/rich?
- *What institutions should make provision for the poor? The church? Employers? Local government? National government? Private or public institutions? Or leave it to cultural practises?
- *What counts as alms? as charity? as welfare?
- *Do poor men and poor women get treated differently? Do men and women have different responsibilities to the poor?
- *When is luxury permissible? Is it ever permissible?
- *When is usury permissible? Is it ever permissible?

Chapter Questions:

During the first six weeks, please note the use of the term ‘luxury’ and words related to it.

Homeric Greeks

1. What was the importance of friendship in Homeric times?
2. Who was “agathos” for Homer? 3. Did Homer believe that it was a ‘just world’?

Early and Classical Greeks

1. Who was the “agathos” for Hesiod? Did Hesiod believe that it was a just world?
2. Describe Theognis’ distinction of “gentlemen of old” and “new men”.
3. What traits are associated with Hermes? 4. Are the poor special to the gods?

Pythagoras, Aristophanes and Plato

1. Who was the agathos for these writers? 2. Why did Pythagoras favour communism?
3. What problems did wealth and poverty create for a polis?
4. How much property should the leader of a polis possess?
5. In Aristophanes’ view, was it necessary that there be poor in order for the rich to exist?
6. For Plutarch, what was “poverty of mind”?
7. What political lessons regarding wealth and poverty could be drawn from the story of Lycurgus?(ch 52)

Aristotle

1. What problems did wealth and poverty create for a polis?
2. How much property should the leader of a polis possess?
3. What counts as a “natural” art of acquisition?
4. Describe a good friend from Aristotle’s perspective.
5. What did Aristotle mean when he wrote “property should be private, but the use of it common”?
6. What were the problems related to being rich in Athens?(ch 15)

Cynics, Stoics and Epicureans

1. What was the Cynic view of possessions?
2. What was the most annoying characteristic of a Cynic? The most admirable?
3. Why did Diogenes believe that he was better off than Alexander the Great?(ch 23)
4. What did it mean for a Stoic to say that some things were “indifferent”?
5. What was the Epicurean attitude to wealth?

Roman Luxury

1. What counts as “luxury”? Is it a good thing or a bad thing? (Consider who, when, where, how, why)
2. When did Rome become corrupted?
3. Who are the ‘New Men’? Who was Jugurtha?

Phoenicia, Hebrew Bible (Old Testament)

1. Why would the Homeric Greeks and the Hebrews hold the Phoenicians in contempt?
2. List the elements of the Jewish “welfare” system found in the Torah.
3. When is usury acceptable? 4. Who were the Canaanites?
5. Is it a Just World?(especially pay attention to the Book of Job) 6. Are the poor special to God?

During the next six weeks, please note the use of the terms ‘greed’ and ‘pride’ and words related to them.

Apocrypha/New Testament

1. Could a person save themselves by giving alms to the poor? How much should be given? What sorts of things? Publicly or privately?(Apocrypha)
2. Compare and contrast the Hebrew Bible and New Testament attitudes to the wealthy and the poor.
3. What is “treasure in heaven”? “Caritas”? Who are the “sheep” and the “goats”?
4. What was the attitude of early Christian communities to property?(see Acts)

Christianity

1. What was the difference between Clement of Rome and the author of the Shepherd of Hermas on the relation of the poor and rich?
2. Were Clement of Alexandria’s ideas more like those of the Cynics or the Stoics?
3. Was Chrysostom a Cynic? A Communist?

“Dark Ages”

1. What were the attitudes of various religious orders to wealth? How did this affect their way of life?
2. Did Guilds affect the poor?

Transition to a Commercial Society; effect on the Church

1. Why did Tacitus admire the Germans?(ch 93) 2. What did dragons symbolize in these stories?
3. What was the attitude of the warriors and kings to wealth?
4. How did almsgiving help deal with the eight cardinal sins?(ch 116) 5. What was a patron-saint?
6. Must a saint be poor? 7. Compare male and female saints with respect to wealth and poverty.
8. What was the attitude of St. Francis to wealth? How did this affect his way of life?

Medieval Literature

1. Was suffering good for you?(ch 105) What is “a happy adversity”?
2. Who had the better of the argument: Winner or Waster?
3. What were the duties to the poor of Christian women? Were they different from those of Christian men?(ch 124)
4. What was the significance of the Statute of Labourers and 12 Richard II?(ch 125)

Municipal Reform and The Reformation

1. What was the Common Chest?(ch 135)
2. Why did Vives think that a municipality should care for the poor?(ch 136)
3. What was the issue which required a judgement by the Sorbonne?(ch 136)
4. In what ways were Luther’s arrangements for community provision for the poor different from those laid out in the Catholic Vives’ plan?
5. What changes occurred in the care of the poor in 16th-century England?(ch 144)
6. Why were 39 Elizabeth. caps. 3, 4, 5 and 43 Elizabeth. cap. 2 significant?(think of them as a group)(ch 144)

Old Liberalism

1. In what ways was Locke a “Just World Theorist”?
2. How did Locke accommodate female relief recipients who had young children?
3. How were Defoe’s ideas different from Locke’s?
4. What changes occurred in the care of the poor in 17th-century England?(ch 150)
5. What was the Law of Settlement (14 Charles II. cap. 12)?(ch 150)

Political Economy, Luxury and Commerce

1. Did the poor have utility? 2. What was Hume’s attitude to luxury and commerce?
3. What did it mean for Smith to say that someone was in poverty?
4. What were Smith’s attitudes about the rich and the average labourer?
5. For Smith, what was the main cause of poverty?

18th-century Poor Law Reform

1. Was Bentham a genius or an idiot?
2. What were the main developments concerning Poor Law legislation and administration listed in chapter 175?(especially note 9 George I. cap. 7)
3. What were the complaints of the various Luddites?
4. What were the problems of Annuities as a savings method? of the Friendly Societies?(ch 169)

Democracy and Population

1. For Paine, what was the cause of poverty?
2. Why did Paine believe that the Inheritance Tax was just?
3. What was the monied interest? What affect did Cobbett see it having upon the poor?
4. For Malthus, what was the main cause of poverty?
5. Why did Nicholls think that there was a problem with “The Speenhamland Act”?
6. What were “Roundsmen”? “Vestries”? What is “outdoor relief”?(ch 191)
7. What was Place’s solution to poverty?

Socialism

1. Which “Contrast” did Pugin prefer? 2. What was Swift’s “Modest Proposal”?
3. Why did Ruskin dislike political economy?

Socialism; 19th-century Old Liberals

1. What was the “Evil Genius of the world”?(ch 190)
2. Should Christians be Socialists?(ch 204) 3. What is the Enthusiasm of Humanity?(ch 204)
4. For Marx, what was the cause of poverty? 5. Did Spencer believe the poor had any utility?

New Liberals

1. Did Thomas Green’s distinction of positive freedom (“positive power or capacity of doing”) and negative freedom (“freedom from restraint or compulsion”) have relevance for the poor?(ch 206)
2. Was there a link of “lack of character” and poverty?(ch 209)
3. What is “equality of opportunity”? What is the “opportunity of opportunities”(ch 209)
4. What were the different elements of citizenship? Which seemed most important to Marshall?(ch 218)

Modern Conservatism

1. Is Bismarck a Conservative?(ch 208) 2. Which type of Conservative is Frum?
3. What should be done for women in poverty?

Canada in the 20th Century

1. Which level of the Canadian government should be responsible for the poor?
2. Which philosophical view was dominant in each of Chappell’s eras?

Charities; the Voluntary Sector

1. How does Bush wish to change the welfare system?
2. What role should the voluntary sector take in the provision of welfare? In what ways are voluntary organizations more effective than government bureaucracies? In what ways do they do a better job of promoting virtue? (Brooks and Bush)
3. Should charities have the ability to issue tax receipts? 4. What should count as a charity?

Canada: Workfare and Welfare

1. What assumptions underlie Mike Harris’ views on workfare?
2. Is Jacobs an Old Liberal or a New Liberal?
3. Why is the definition of a poverty line a political issue?(see Sarlo on reserve)

Global Poverty--Week One:

1. According to the three theories: can poverty be eradicated?(see Baylis on reserve)
2. Whose fault is poverty?--or: why are some states rich? How would each of the approaches to International Political Economy explain the existence of vast differences in wealth between states?

Global Poverty--Week Two:

3. Do rich states have a moral obligation to help poor states?
4. To whom in need should we give? Which approach to International Political Economy would look most favourably upon foreign aid? 5. Does poverty cause war?
6. According to each theory, how long do we have to wait for global poverty to be eradicated?
7. Is there a parallel between domestic attitudes about the poor and attitudes about poor states?

1200 1300 1400 1500 1600 1700

St. Thomas Aquinas (1225-1274)

Ramon Lull (1235-1315)

Winner and Waster (written 1352)

de Pisan (1365-1429)

Luther (1483-1546)

Vives (1492-1540)

Calvin (1509-1564)

1600 1700 1800 1900

Locke (1632-1704)

Defoe (1660-1731)

Mandeville (1670-1733)

Acland (1698?-1796)

Franklin (1706-1790)

Hume (1711-1776)

Rousseau (1712-1778)

Smith (1723-1790)

Paine (1737-1809)

Townsend (1739-1816)

Bentham (1748-1832)

Cobbett (1763-1835)

Malthus (1766-1834)

Place (1771-1854)

Owen (1771-1858)

George Nicholls (1781-1865)

Pugin (1812-1852)

Marx (1818-1883)

Spencer (1820-1903)

Seeley (1834-1895)

Carnegie (1835-1919)

T.H. Green (1836-1882)

Shaw (1856-1950)

Hobson (1858-1940)

Samuel (1870-1963)

T.H. Marshall (1893-1981)

POLITICS 3313E: Examples of Essay Topics

Essays: 2500-3000 words (not including bibliography or footnotes); typed; double-spaced; you must keep a copy for yourself and you must keep your notes and rough drafts; if you make a reference to or quote from the internet, you must print the page cited, highlight the quote, and include it with the essay as an appendix. Include page numbers with every non-internet reference. My lectures are not a source. Include a title page—please do not put your name on the inside of the essay; also include your e-mail address on the title-page. Note: your essay may be checked against an electronic database. **Late Proposals:** You must submit an essay proposal; late penalty for essay proposals is **5% per day** off your essay mark. Contact me if your proposal will be late. **Late essays:** Papers must be submitted to me **personally** in class, during office-hours, or at times specified on or before the due-date. Do not place papers under the instructor's door. Extensions will only be granted in exceptional—and properly documented—medical circumstances, and by prior arrangement with instructor. Computer problems do not qualify as an excuse: prepare your essay assuming that you will have problems with your hard drive. Late papers will be penalized **10% per day**, including weekends. Social science students should refer to <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> if you have a problem. Note: These are only suggestions. I welcome your proposals for essay topics. All essay topics—even if they are listed here—need my **written approval**.

1. Compare the use of the term 'servant' in the Hebrew Bible with its use in the New Testament. Is it used favourably? Use Cruden's Complete Concordance to identify the verses in the Bible in which 'servant' appears.
2. Are non-canonical Christian or Jewish books (choose three—not including the Apocrypha) more or less radical regarding the rich and the poor than the New Testament *or* the Hebrew Bible.(e.g. see The Other Bible, ed. Willis Barnstone. San Francisco: Harper & Row, 1984)
3. What attitudes with respect to wealth and poverty were reflected in the stories of Aesop's Fables and the stories of Ysengrimus/Reynard Fox ?
4. Using the plays Trinummus (Three Pieces of Money), The Merchant (Mercator), and The Little Carthaginian (Poenulus), discuss Plautus' view of friendship in relation to wealth and poverty.
5. "Cicero tended to associate the 'egentes' (needy) with the 'perditi' (almost 'criminals'); he came near regarding poverty as a crime."(P.A. Brunt. Social Conflicts in the Roman Republic. London: Chatto & Windus, 1971. p. 128) Brunt offers no proof for this assertion. Is it true? Examine three of Cicero's works to determine his view of the needy.
6. What attitudes to wealth and poverty can be found in Virgil's epic poem Aeneid? Compare these to the attitudes found in the epic poems of Homer.
7. Using three plays as evidence, discuss Shakespeare's attitudes about wealth and poverty.
8. Compare the Homeric ideal of the agathos with the medieval idea put forward in Chretien de Troyes Arthurian Romances. Where do wealth and wealth acquisition fit into the medieval ideal?
9. Is Herodotus a Just World Theorist? Link your answer to his attitudes to wealth, luxury, and commerce.
10. Dante The Divine Comedy: how do greed, sloth, and laziness rank as sins? Why?
11. Langland Piers Plowman, and Chaucer Canterbury Tales: compare their attitudes to the poor.
12. Examine three books by Christine de Pisan and answer these questions: Are women more charitable than men? Do they have different charitable duties?
13. Thomas More Utopia and A Dialogue on Comfort and Tribulation: what is his attitude to beggars, poverty, and wealth? (you must use both books)

ESSAY PROPOSAL(your copy–fill out the one below for your professor)

UWO

Dept of Political Science

due at essay meeting Jan 23-25

Name:

Proposed Topic:

Which Theorist will you focus upon? Which books?

Signatures:

Student: _____ Instructor: _____

ESSAY PROPOSAL(professor's copy)

UWO

Dept of Political Science

due at essay meeting Jan 23-25

Name:

Proposed Topic:

Which Theorist will you focus upon? Which books?

Signatures:

Student: _____ Instructor: _____

ESSAY PROPOSAL(your copy–fill out the one below for your professor)

UWO

Dept of Political Science
due at essay meeting Oct 3-5

Name:

Proposed Topic:

Upon which Theorist will you focus? Which books?

Signatures:

Student: _____ Instructor: _____

ESSAY PROPOSAL(professor's copy)

UWO

Dept of Political Science
due at essay meeting Oct 3-5

Name:

Proposed Topic:

Upon which Theorist will you focus? Which books?

Signatures:

Student: _____ Instructor: _____

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

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

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

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

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

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

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western

Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.