Western University

Introduction to Comparative Politics
Politics, Power, and Religion in the Global South

Political Science 2245E
Second Term, Winter 2015
Class Day/Time: Wednesday 3:30-5:30 pm
Class Location: SH 2317

Instructor: Saad Abbasi
Office: SSC 4139
Telephone: (519) 661-2111, ext. 85162
Email: sabbasi6@uwo.ca
Office Hours: Thursday 1:00-3:00 pm or by appointment

"Mr. President, today I am speaking in [the] name of myself and of all the people who are suffering in 2011, there are still people dying of hunger who want to work to survive, but their voice was not heard…People have become like animals…"

—El General, The Voice of Tunisia's 2010-2011 Democratic Revolution

Course Description

The termination of the Cold War in 1991 and the subsequent integration of most post-communist states into the global capitalist market signaled the insignificance of the provocative "First, Second, and Third World" expressions. It was anticipated that the former communist states of the Second World would be fused with the wealthy First world, creating the industrialized "Global North" or the "haves". The remaining countries viewed as the "have-nots" were classified in euphemistic terms as the "Global South". However, the "North" and "South" categorization fell short on two fronts: first, many post-communist states continue to share similarities today with many countries in the South based on their varying levels of economic development, influence in global politics, and poverty. Second, the "North" and "South" terms were and remain geographically imprecise, as the former signifies that all countries above the equator are "developed", and all countries below the equator are "developing", "less developed", and/or "underdeveloped". In reality, the "South" extends across plural and diverse geographical regions above and below the equator accounting for more than 80 percent of the global populace and over 150 states. While historically marginalized politically, culturally, and economically, in recent years led by Brazil, Russia, India, China, and South Africa or the "BRICS", an increasing number of countries from the South are now playing a growing role in global decision-making and policy construction, as well establishing international institutions such as the New Development Bank. Accordingly, this course contemplates the usage, appropriateness, and value of historic and contemporary expressions or terms such as "Third World", "Developing World", or "South", and how it shapes our overall understanding by comparatively surveying and examining key countries across Latin America, Sub-Saharan Africa, the Muslim world (including North Africa/Horn of Africa/Sahel region, Middle East, South/Southeast Asia, and Southeastern Europe), and much of Asia.

Learning Objectives

The second half of the course takes an interdisciplinary approach to challenge and encourage students to reconsider their understanding of the central themes and traditional approaches to Comparative Politics within the context of the North, and determine if it is applicable to the South. This allows students to carefully evaluate whether the dominant interpretations stemming from the traditional field of Comparative Politics provide explanatory merit and validity on the intricate relationship among politics, power, as well religion, in the setting of the South. Such an approach is extremely beneficial, as students will refine their analytical skills by critically and comparatively examining key themes, topics and notions covered in the first term and/or introduced in the second term, including but not limited to theories of development, globalization, poverty, foreign policy, human rights, equality/inequality, women and gender, environment, international organizations, the state, civil society, social movements, religion and politics, and democracy. Overall, this course will help students navigate through the vast and diverse field of Comparative Politics and comprehend how the key historical, theoretical, methodological, ethical, empirical, and policy-relevant issues are interconnected and more broadly related to the study of politics in the South.

Course Texts

Required:

Green, D & Luehrmann, L 2011, *Comparative Politics of the "Third World": Linking Concepts & Cases*, Lynne Rienner Publishers, Boulder.

Hamid, M 2007, *The Reluctant Fundamentalist,* Houghton Mifflin Harcourt, Boston.

Recommended:

Burnell, P, Rakner, L, & Randall, V (eds) 2014, *Politics in the Developing World*, Oxford University Press, Oxford.

Assigned Tasks:

Students must complete all assigned tasks (required readings and online materials including news articles and videos, tutorial preparation, assignments, etc.) prior to each class, in order to fully engage in the weekly lectures and tutorials. Please note that all assigned course readings not found in the aforementioned **required** texts will be posted on the course's OWL website or available online.

Communication Tools:

OWL will be used as the key means to communicate with the students. Here you will find weekly announcements, course readings, assignment instructions, and also final examination details. There will also be a Facebook/Twitter group created for this course, which will allow students and the instructor to engage in further discussion/questions, announce any important updates on the course, and post any supplementary online materials (e-journals, news articles, websites, videos, etc.) relevant to the course.

Please Note: Students may also purchase previous and/or used editions of the required and recommended texts. However, it is the student's responsibility to determine whether there has been any content modifications to the latest edition, and whether page/chapter numbers have been altered as well.

<u>**Course Requirements and Evaluation**</u>

    (i)   **Participation for Lectures & Tutorials (10 %)—** Students are required to: attend weekly lectures and tutorials; regularly engage and participate when possible in both lecture discussion periods and tutorials; and, <u>at least once</u> lead the tutorial by preparing a short two-page analytical response (double-spaced, size 12, and font Times New Roman) to the weekly discussion question(s) with emphasis on the empirical content.

    (ii)   **Critical Book Review (20 %)—** A critical book review on Mohsin Hamid's *The Reluctant Fundamentalist* will be due at the beginning of class on February 11, 2015. More information on this typed 5-6 page assignment (double-spaced, size 12, and font Times New Roman) will be provided by the instructor during the tutorial sessions.

    (iii)   **Research Paper (35 %)—** Building on the key theories, concepts, methods, and cases examined throughout the course and tutorials, students must submit a typed 9-10 page research paper (double-spaced, size 12, and Font Times New Roman Font). For the paper, students <u>must consult</u> with the instructor in selecting a topic related to the course content which focuses on at least one country in the South, and draws on 7-10 credible <u>academic sources</u> beyond the course readings. This assignment is due at the beginning of class on March 18, 2015. More instructions regarding this assignment will be provided by the instructor during the tutorial sessions.

    (iv)   **Final Exam (35 %)—** A two-hour final exam will be held during the Winter 2015 examination period (April 11-30, 2015). Details pertaining to the content and format of the final exam will be provided by the instructor during the last lecture of class.

Late Penalties: Students who do not prepare a written analytical response and lead the tutorial for their assigned week without an exceptional reason, will be docked 25 percent of the total component of the participation grade. For the critical book review and research paper, a 2 % per day late penalty will be implemented if assignments are not submitted by the appropriate due dates and times. For those students who are unable due to an exceptional reason(s) (such as medical circumstances) to attend lecture(s)/tutorial(s), partake in the tutorial debate(s), submit written assignments by the set deadlines, or write the final exam, they must provide the instructor with the appropriate documentation in accordance with Western University policies.

Course Overview: Readings, Assignments, and Final Exam

I. Introduction

January 7   **Course overview: Requirements, Expectations, Learning Objectives and Outcomes,**
                          and Significance of Subject

                  ***No tutorials this week**

                  Weekly Question:

                  Is it appropriate and meaningful to categorize the world's countries under the labels of
                  "North" and "South"?

January 14   **Ethnocentrism, History, and Comparative Politics**

                  Weekly Question: How do you interpret the quotation of Octavio Paz (cited in Green &
                  Luehrmann 2011, p. 29): "the past reappears because it is a hidden present"?

                  Readings:

                  Galeano, E 2011, 'The Upside-Down World' in *Asking, we walk: the South as new
                  Political Imaginary* (Book One), ed. C Kumar, Streelekha Publications, Bangalore, pp. 1-
                  20.

                  Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
                  Chapter 2. Precolonial History (Or, What your "World Civ" Class Might Have Left Out),
                  pp. 29-41.
                  Chapter 3. Colonialism: Gold, God, Glory, pp. 43-53.

                  Veltmeyer, H (ed.) 2011, *The Critical Development Studies Handbook: Tools for Change*,
                  Fernwood Publishing, Halifax.
                  Module 3. History from a Critical Development Perspective (*Isaac Saney*), pp. 24-27.
                  Module 4. Reorienting History (*Alain Gresh*), pp. 27-32.

January 21   **From Colonialism to "Independence" to "Development"**

                  Weekly Question: What does "independence" and "development" tend to imply in the
                  South? Explain.

                  Readings:

                  Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
                  Chapter 4. Independence or In Dependence?, pp. 55-67.
                  Chapter 5. Linking Concepts and Cases, pp. 69-99.

II. Mainstream, Critical, and Post-Colonial Approaches for Studying Politics and Power in the South

January 28   **The North-South Divide of the 20ᵗʰ Century: Political Development Theory versus Dependency Theory**

Weekly Question: How have political development and dependency theories shaped our understanding of politics in the South through the latter half of the 20ᵗʰ century? Are they still relevant approaches for studying politics and power in the South? Explain.

Readings:

Burnell, P, Rakner, L, & Randall, V (2014), *Politics in the Developing World*
Chapter 1. Changing Analytical Approaches to the Study of Politics in the Developing World (*Vicky Randall*), pp. 13-19.

Higgott, RA 1983, *Political development theory: the contemporary debate,* Croom Helm, London, pp. 1-24, 45-62.

Palma, G 1978, "Dependency: A Formal Theory of Underdevelopment or a Methodology for the Analysis of Concrete Situations of Underdevelopment?", *World Development,* vol. 6, pp. 898-912.

February 4   **Globalization Theory, Critical Voices, and Post-Colonial Studies**

Weekly Question: How has globalization theory challenged and absorbed key aspects of both political development and dependency theories? To what extent are critical perspectives and post-colonial studies providing more insight on the developing world? And, is there a need to develop and utilize a distinct theoretical approach to profoundly understand the politics of societies in the South?

Readings:

Burnell, P, Rakner, L, & Randall, V (2014), *Politics in the Developing World*
Chapter 1. Changing Analytical Approaches to the Study of Politics in the Developing World (*Vicky Randall*), pp. 19-27.
Chapter 2. Colonialism and Post-Colonial Development (*James Chiriyankandath*), pp. 29-31, 36-42.

Said, E 1994, *Orientalism*, Vintage Books, New York.
Chapter 1. Introduction, pp. 1-28.

Veltmeyer, H (2011), *The Critical Development Studies Handbook*
Module 6. Development Theory from a Latin American Perspective (*Cristóbal Kay*), pp. 38-41.
Module 7. Critical Development Theory (*Ronaldo Munck*), pp. 41-45.

III. International Political Economy in the Age of Neoliberal Globalization

February 11   **Analyzing Contemporary Capitalism, Neoliberal Globalization and Development through the Experiences of the South**

***Guest Lecture by Professor Perez/No tutorials this week

Assignment: Critical book review due at the beginning of today's lecture (February 11, 2015).

Weekly Question: What does "international political economy" mean? How would you describe the relationship among contemporary capitalism, neoliberal globalization, and development? How has neoliberal globalization impacted political and economic development across Latin America and the South more broadly?

Readings:

Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
Chapter 6. Growth and Development: A Progress Report, pp. 103-139.
Chapter 7. A New and Improved Structural Adjustment, pp. 141-162.

Veltmeyer, H (2011), *The Critical Development Studies Handbook*
Module 8. Contemporary Capitalism: Development in an Era of Neoliberal Globalization (*Guillermo Foladori, Raúl Delgado Wise*), pp. 48-52.
Module 9. Globalization, Imperialism and Development (*James Petras*), pp. 52-56.

February 17   **READING WEEK: NO LECTURE OR TUTORIALS**

February 25   **Ethical and Sustainable Globalizations in the South**

Weekly Question: Is it more appropriate to view globalization as a singular process or as plural processes? What are the differences between corporate-led globalization and grassroots globalization?   From your perspective, what are the prospects for the emergence of an alternative globalization that is more ethical and conducive to sustainable development and consumption in the developing world?

Readings:

Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
Chapter 8. Alternative Approaches to Development, pp. 163-171.
Chapter 9. Linking Concepts and Cases, pp. 173-189.

Veltmeyer, H (2011), *The Critical Development Studies Handbook*
Module 10. Critical Globalization Studies (*Barry K. Gills*), pp. 56-59.
Module 47. Changing Regional Dynamics: Alternatives to Neoliberal Globalization (*Paul Bowles*), pp. 245-248.

Module 49. Pathways of Progressive Change and Alternative Development (*Henry Veltmeyer*), pp. 251-260.

IV. Politics, Power, and Religion: Reinterpreting Civil Society, Social Movements, and Democracy in the South

March 4   **Translation or Indigenization? Civil Society in the Context of the South (Part I)**

Weekly Question: Is civil society an exclusively Western phenomenon? In considering the experiences of the pro-democratic Tunisian and Egyptian revolutions and the more recent uprisings in the Ukraine and Hong Kong, what are some of the pros and cons of having mass civil protests and new media technologies   readily available? What are the crucial differences between traditional, modern, and digital civil society, and how does it impact democratic development in the short- and long-term?

Readings and Online Materials:

Al-Momani, M 2011, 'The Arab "Youth Quake": Implications on Democratization and Stability', *Middle East Law and Governance*, vol. 3, no. 1-2, pp. 159-170. Available from: Google Scholar [15 July 2012].

Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
Chapter 10. From Ideas to Action: The Power of Civil Society, pp. 193-229.

Howard, PN & Hussain, MM 2011, 'The Role of Digital Media', *Journal of Democracy*, vol. 22, no. 3, pp. 35-48. Available from: Google Scholar [29 July 2012].

Links:

Facebook 2010, *We are all Khaled Said*. Available from: < https://www.facebook.com/elshaheeed.co.uk>. [15 February 2011].

El General 2011, 'el general, the voice of Tunisia, English subtitles' (video file). Available from: < https://www.youtube.com/watch?v=IeGlJ7OouR0>. [10 February 2011].

March 11   **Translation or Indigenization? Social Movements in the Context of the South (Part II)**

Weekly Question: How relevant are old and new social movement theories vis-à-vis protest movements (violent and non-violent) in the South? Is it possible to describe the Arab Spring as a social movement? And, can political violence ever be justified if it brings about social change in the developing world?

Readings and Online Materials:

Burnell, P, Rakner, L, & Randall, V (2014), *Politics in the Developing World*
Chapter 9. Women and Gender (*Kathleen Staudt*), pp. 139-144.

Chapter 11. Social Movements and Alternative Politics (*Siri Gloppen*), pp. 163-176.

Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
Chapter 12. The Call to Arms: Violent Paths to Change, pp. 249-284.

Robinson, GE 2004, 'Hamas as Social Movement' in *Islamic activism: A Social Movement Theory Approach*, ed. Q Wiktorowicz, Indiana University Press, Bloomington, pp. 123-136.

Links:

Chrétien, J 2014, 'Canada's True Role in the Mideast Conflict', *The Globe and Mail* 17 October. Available from < http://www.theglobeandmail.com/globe-debate/canadas-true-role-in-the-mideast-conflict/article21138349/>. [17 October 2014].

Khan, S 2014, 'Another Battle with Islam's "true believers"', *The Globe and Mail* 29 September. <http://www.theglobeandmail.com/globe-debate/another-battle-with-islams-true-believers/article20802390/>. [29 September 2014].

Vice News, 'The Islamic State' (video file). Available from: <https://www.youtube.com/watch?v=AUjHb4C7b94>. [01 October 2014].

March 18   **Politics, Power, and Religion**

***No tutorials this week

<u>Assignment:</u> Term paper due at the beginning of today's lecture (March 18, 2015).

<u>Weekly Question:</u> What insight does religious resurgence provide toward our understanding of political development in the South? Is religion and democratization compatible? Explain.

<u>Readings:</u>

Burnell, P, Rakner, L, & Randall, V (2014), *Politics in the Developing World*
Chapter 8. Religion (*Jeff Haynes*), pp. 119-131.

Kalyvas, SN 2012, 'The "Turkish model" in the Matrix of Political Catholicism' in *Democracy, Islam, and Secularism in Turkey*, eds AT Kuru & A Stepan, Columbia University Press, New York, pp. 189-198.

Majaj, LS 2012, 'Journeys to Jerusalem' in *Asking, we walk: the South as new Political Imaginary* (Book Three), ed. C Kumar, Streelekha Publications, Bangalore, pp. 101-120.

Soroush, A 2007, 'Tolerance and Governance: A Discourse on Religion and Democracy' in *Islam in Transition: Muslim Perspectives*, eds JJ Donohue & JL Esposito, Oxford University Press, New York, 311-318.

March 25   **Islam and Democracy**

Weekly Question: What are the two main perspectives on the Islam and democracy compatibility debate? What are some of the key issues at the heart of the Islam and democracy debate? Based on your interpretations of the readings, do you believe that Islam is compatible with democracy and/or liberal democracy (and vice-versa)? Explain.

Readings and Online Materials:

Aslan, R 2006, *No god but God: The Origins, Evolution, and Future of Islam*, Random House Trade Paperbacks, New York, pp. 249-266 (chapter 10—Slouching Toward Medina: The Islamic Reformation).

Lewis, B 1993, 'Islam and Liberal Democracy', *Atlantic*, vol. 271, no. 2, p. 89-98. Available from: Gale Group [4 December 2014].

Esposito, JL & Voll, JO 1996, *Islam and Democracy*, Oxford University Press, New York, pp. 11-32.

Hashemi, N 2013, 'Islam and Democracy' in *The Oxford Handbook of Islam and Politics*, eds JL Esposito & E Shahin, Oxford, pp. 68-85.

Links:

Berkley Center, 'Islam and Liberal Democracy: How Tradition Matters' (video file). Available from: <https://www.youtube.com/watch?v=wSYyF3Lj3uc>. [1 March 2014].

V. Contemplating the Politics of the South in the 21st Century

April 1   **The Prospects for Democratization after the Arab Spring**

Weekly Question: Is liberal democracy universally applicable and desired? If yes, explain further. If not, do you believe that localized grassroots democracies would be more suitable and supported by the societies of the South? And, how optimistic are you about the future of democratization across the Global South?

Readings:

Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
Chapter 14. Ballots, Not Bullets: Seeking Democratic Change, pp. 303-334.
Chapter 15. Political Transitions: Real or Virtual, pp. 335-348.
Chapter 16. Linking Concepts and Cases, pp. 349-365.

April 8   **The Future of South-South and South-North Relations**

***No tutorials this week; final examination details provided at the end of lecture.

Weekly Question: What type of relations do you envision in the 21st century among countries within the South as well on the whole between the Global North and South? Is there a need to reform the United Nations so that it better represents countries from the South? And, which countries from the South do you think will play a more influential role in Global politics? Explain.

Readings:

Burnell, P, Rakner, L, & Randall, V (2014), *Politics in the Developing World*
Chapter 5. The Developing World in International Politics (*Stephen Hobden*), pp. 73-85.
Chapter 28. China and the Developing World (*Deborah Bräutigam*), pp. 391-399.
Chapter 29. India as a 'Post-Colonial' Development Partner (*Emma Mawdsley*), pp. 401-408.

Green, D & Luehrmann, L (2011), *Comparative Politics of the "Third World"*
Chapter 17. Sovereignty and the Role of International Organizations, pp. 369-399.
Chapter 20. Dealing with a Superpower: "Third World" Views of the United States, pp. 439-446.

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/

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PLAGIARISM*

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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.
Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit http://www.uwo.ca/uwocom/mentalhealth/ for more information on these resources and on mental health.