

Western University  
Department of Political Science  
**Urban Political Analysis**  
Political Science 3363F  
Fall 2015

Wednesdays 1:30-3:30pm  
4103 SSC

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In the twenty-first century, the cities that are home to most people in North America and Western Europe are increasingly important sites for political activity. Local governments in cities deal with many of the core issues that affect our lives, ranging from economic development and housing to public transit and urban sprawl. This course aims to give you the tools with which to understand how urban political processes formulate responses to such issues in different local and national settings. Why do many North American cities pursue economic growth above all other goals? How can community groups make their voices heard in cities? Is urban politics in North America and Western Europe truly democratic, or is it dominated by narrow groups of elites? In this course, we will discuss these questions and many more. The course will:

1. Introduce you to key ideas and theories in urban political analysis, and explore how they can be applied in various countries. The course has a special focus on the United States, Canada, Britain, France, and Germany but it is not strictly limited to these countries.
2. Examine how contrasting national traditions and institutional structures shape the terrain of urban politics.
3. Investigate the role played in urban politics by politicians, business, and community actors, and compare how they operate in various settings.
4. Give you the opportunity to engage in structured debates of four key urban policy issues – suburban sprawl, the politics of urban planning, sustainable urban transportation, and the rise of the ‘creative city’.
5. Allow you to apply what you are learning to a detailed independent study of urban politics in a major city (or cities) in North America or Western Europe.

**Learning Outcomes:** By the end of this course, students will have developed a strong understanding of how structures and actors shape the politics of urban issues in large North American and Western European cities.

**Prerequisites**

You must have taken at least 1 full course equivalent in Political Science at the 2200 level in order to enroll for this course. Previous courses related to local politics and/or urban studies will be an asset, but are not required.

## Course Format and Readings

3363F is a seminar course. This means that *you* control the agenda of the course to a significant degree, by contributing to our weekly discussions of the readings. I will usually introduce new topics with a brief lecture, but much of the class time will be reserved for discussion. *You must be committed to reading all of the assigned material before each class.* Advance reading is a necessary prerequisite for doing well in this course (see “Course Evaluation” below), and will help make the seminar discussions exciting and dynamic for all of us.

## Course Evaluation

The final grade for this course will be composed of three main elements:

*Participation in class discussion and structured debates (25%).*

Discussion among students in the class is at the heart of this course. Attendance in every class of the term is mandatory, and you are expected to participate actively in our debates. In the course outline below, you will find discussion questions for reading material for weeks 2 through 7. Please come to class prepared with thoughtful answers to these questions. In weeks 8 through 11, we will engage in a series of structured debates of urban policy issues; details of the debates will be announced later on in the course. You are expected to participate actively in these debates. 5% of your participation mark will be based on your attendance record, while 15% will be based on the quality of your contribution to discussion.

*Writing assignments on your adopted city (30%).*

In Week 2 of the course, you will choose an “adopted city” whose politics you will learn about in some detail. You will be expected to bring your knowledge of politics in your city to our class discussions. In many cases, this city will also be a focus for your research paper (see below). Furthermore, between Week 3 and Week 6 of the course, you will write a total of **three** 2-page assignments on some aspect of politics in your adopted city. The questions are listed in the course outline below (there are sets of questions for each of the four weeks, but you only need to write about three). These assignments will be based on your own research on the Internet and in the library. These assignments must be written up in full sentence form, but you do not need to cite your sources (unless you want to). However, you are strongly encouraged to keep a record of your source materials, as it is likely to be of use to you in writing your research paper. Each assignment is worth 10% of your course mark, so the three assignments together are worth 30% of your mark.

Here is a list of suggestions for “adopted” cities. Each student must choose a different one. You can also choose one that is not on the list; provided that you have the instructor’s approval (the main concern is that you choose a city on which there is enough information available):

Halifax	Atlanta	New Orleans
Moscow	London (UK)	Sydney
Vancouver	New York	Chicago
Montreal	Detroit	Paris
Glasgow	Barcelona	Houston
Portland	Los Angeles	Berlin
London (ON)	Miami	Calgary

San Francisco	Baltimore	Winnipeg
Hamilton	Boston	Pittsburgh
Phoenix	Manchester	Dublin
Naples	Edmonton	Prague
Amsterdam	Stockholm	Toronto

### *Research project*

A significant proportion of your grade in this course will be based on your research project. This project is a chance for you to investigate in depth some aspect of urban politics that you are particularly interested in. The research project has two components:

#### 1. Proposal for your research paper (10%)

By Week 7 of the course, you will put together a 3-page research proposal. The aim of the proposal is to focus your research question and develop a strategy for the rest of your research. Your proposal should include the following elements:

- a. Statement of your research question (see below for details).
- b. Brief discussion of ideas or theories from academic literature that might help you to organize an answer to your research question.
- c. Brief discussion of the empirical evidence that you have uncovered so far, if any.
- d. Plan for completing the research – what information you need to answer your question well, and how / where you plan to look for that information.
- e. Short formal bibliography (about 4-6 sources, not including assigned reading for the course) of the work that you have consulted in designing your project.

#### 2. Research paper (35%)

The final product of your research project will be a 10-12 page paper on your research topic. The paper must be presented in formal format: double spaced with a consistent referencing style and a complete bibliography at the end. Full guidelines will be handed out and discussed approximately mid-way through the term.

In order to develop a feasible and interesting research project, you must first devise an explicit *research question* that you plan to address. For many of you, this research question may arise from your work on your adopted city. However, you can also focus on a different city, compare more than one city, or come up with a research question that explores a broad theme or theoretical debate in the literature through multiple case study examples. Here are some examples of possible areas of focus:

- An important and/or controversial policy issue faced by municipal government in your adopted city, or another city (or cities) that interest you. Issues include housing and homelessness, city center redevelopment, economic development, historic preservation, suburban sprawl, urban transport, and many others.
- An important urban political event or development in one or more cities. Such events include the rise of a new community movement, the reform of municipal structures, and others.

- An analytical theme raised by the theoretical literature we have read in the course – such as the power of business in urban politics, the relationship between political institutions and policy outcomes in cities, and many others.

Whatever area of focus you choose, the task of your research question is to ask *how* or *why* something in that area of focus happens. The task of your research project is to develop an answer to this question that draws on the theory that we have looked at in the course, and provides empirical evidence from one or more cities.

*Note on deadlines for written work:*

All written work is due in class on the due date. Written work handed in late will be subject to a penalty of 2% for each day past the deadline, weekends included. I cannot guarantee that written work slipped under my office door or otherwise delivered outside class will be received and read. The late penalty will be wholly or partly waived only in exceptional circumstances, usually restricted to medical or family emergencies.

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## COURSE OUTLINE AND READING SCHEDULE

*Notes*

- *The assigned readings are best read in the order listed on the schedule below.*
- *Readings are available online through the course's OWL site, or the library.*
- *Readings are subject to change if the instructor finds it necessary.*

### **Part I: Urban Politics in Comparative Perspective**

#### ***Week 1 (Sept 16): Introduction: Why is Urban Politics Important?***

Our first session will include an overview of the structure, aims and requirements of the course, and will give us an opportunity to begin getting to know each other. The instructor will also present some introductory thoughts on what urban politics is and why it might be important. The reading listed below can be read after the class; in subsequent weeks, however, you are expected to complete the readings in advance of the class.

Bradford, Neil. 2002. Why cities matter: Policy research perspectives for Canada. Canadian Policy Research Networks Paper #F23. [http://www.cprn.org/documents/12567\\_en.pdf](http://www.cprn.org/documents/12567_en.pdf).  
(Read only the Introduction – pp. 1-13, following the Table of Contents)

#### ***Week 2 (Sept 23): Local and Urban Politics: Differing National Traditions***

\* Choose your “adopted” city \*

Keating, Michael. 1991. Systems of local government: Culture and structure. In *Comparative urban politics: Power and the city in the United States, Canada, Britain and France*, 13-35. Aldershot: Edward Elgar.

Wolman, Harold. 1995. Local government institutions and democratic governance. In

*Theories of Urban Politics*, ed. David Judge, Gerry Stoker and Harold Wolman, 135-159. London: Sage.

Sellers, Jefferey M. and Anders Lidstrom. 2007. Decentralization, local government, and the welfare state. *Governance* 20 (4): 609-632.

*Discussion questions:*

1. Do the values underlying local politics in Canada have more in common with those in the USA or Britain? Think of evidence to support your views.
2. How are the values in all three of these countries different from those held in countries with Christian Democratic and Social Democratic welfare states?
3. Does giving cities more autonomous powers and resources make for better-quality urban government? Why or why not?

***Week 3 (Sept 30): Governing Growing Cities: Fragmentation, Consolidation, or Regional Governance?***

Savitch, Hank and Ron Vogel. 2009. Regionalism and urban politics.” In *Theories of Urban Politics*, ed. Jonathan Davies and David Imbroscio, 106-124. Thousand Oaks: Sage.

Kantor, Paul. 2006. Regionalism and reform: A comparative perspective on Dutch urban politics. *Urban Affairs Review* 41 (6): 800-829.

Horak, Martin. 2013. State rescaling in practice: Urban governance reform in Toronto. *Urban Research and Practice* 6 (3): 311-328.

*Discussion Questions:*

1. Which model of metropolitan organization – fragmented, consolidated, or regionalist – do you think is most appropriate for large Canadian cities, and why?
2. Should people in city-regions be allowed to decide what model of metropolitan organization they want to have, or should senior levels of government impose the most appropriate model?

*Writing assignment on your adopted city:*

Find out some basic facts about your city. What is the population? Does a single municipality cover the whole urban area, or is it fragmented? What are some of the main areas of policy responsibility for local government in your city? Using news sources, identify a current burning urban political issue in your city.

**Part II: Who Governs and How? Local Actors in Urban Politics**

***Week 4 (Oct 7): Political Representatives and Political Leaders***

Keating, Michael. 1991. Parties and elections.” In *Comparative Urban Politics: Power and the City in the United States, Canada, Britain and France*, 43-49. Aldershot: Edward Elgar.

Stone, Clarence. 2008. Political leadership in urban politics. In *Power in the City: Clarence Stone and the Politics of Inequality*, ed. Marion Orr and Valerie Johnson, 136-157. Lawrence, KS: University Press of Kansas.

Urbaniak, Tom. 2014. Studying mayoral leadership in Canada and the United States. *International Journal of Canadian Studies* 49:205-227.

*Discussion questions:*

1. In your view, should urban politics be partisan or not? Why or why not?
2. Can the personality of political leaders make a difference in urban politics, or are leaders bound by the powers and resources at their disposal?

*Writing assignment on your adopted city:*

How are elections structured in your city? Does local politics have parties? If your city has a mayor, what are the mayor's powers? Who is the current mayor? What are some of the mayor's main policy priorities/initiatives? Is he/she strong leader or not (however you choose to define 'strong leader')? If the mayor does *not* play a strong leading role in your city, who leads in urban policy matters?

**Week 5 (Oct 14): Business and Pro-Growth Interests**

Molotch, Harvey. 1976. The city as a growth machine: Toward a political economy of place.

*The American Journal of Sociology* 82 (2): 309-332.

Molotch, Harvey and Serena Vicari. 1988. Three ways to build: The development process in the United States, Japan, and Italy. *Urban Affairs Quarterly* 24 (2): 188-214.

Strom, Elizabeth. 1996. In search of the growth coalition: American urban theories and the redevelopment of Berlin. *Urban Affairs Review* 31 (4): 455-481.

*Discussion questions:*

1. Do you find the "growth machine" idea convincing? Why or why not?
2. Why are business actors often more visible in American urban politics than in urban politics elsewhere?

*Writing assignment on your adopted city:*

Choose an urban political issue in which business actors have been involved in recent years. Which business actors have been interested in the issue and why? What role have they played in addressing it?

**Week 6 (Oct 21): Community Activism and Urban Social Movements**

Rabrenovic, Gordana. 2009. Urban social movements. In *Theories of urban politics*, ed.

Jonathan Davies and David Imbroscio, 239-254. Thousand Oaks: Sage.

Goetz, Edward and Mara Sidney. 1994. Revenge of the property owners: Community development and the politics of property. *Journal of Urban Affairs* 16 (4): 319-344.

Novy, Johannes and Claire Colomb. 2013. Struggling for the right to the (creative) city in Berlin and Hamburg: New urban social movements, new 'spaces of hope'? *International Journal of Urban and Regional Research* 37 (5): 1816-1838.

*Discussion questions:*

1. What are some differences between the neighbourhood-based organizations described by Goetz and Sidney, and 'urban social movements' as discussed by Rabrenovic and Novy and Colomb?
2. In your opinion, what are the most important factors that affect whether a community group or urban social movement achieves its goals?

*Writing assignment on your adopted city:*

Choose an example of community mobilizing in your city in recent years. What issue did citizens mobilize around and why? How successful were they in achieving their goals?

### ***Week 7 (Oct 28): Bringing it Together: Urban Regime Theory***

#### **\* Research proposal due in class \***

- Stone, Clarence. 1993. Urban regimes and the capacity to govern: A political economy approach. *Journal of Urban Affairs* 15 (1): 1-28.
- John, Peter and Alistair Cole. 1998. Urban regimes and local governance in Britain and France: Policy adaptation and coordination in Leeds and Lille. *Urban Affairs Review* 33 (3): 382-404.
- Pierre, Jon. 2014. Can urban regimes travel in time and space? Urban regime theory, urban governance theory, and comparative urban politics. *Urban Affairs Review* 50 (6): 864-889.

#### *Discussion questions:*

1. How useful is urban regime theory outside the American context?
2. National and state/provincial governments often get involved in aspects of urban policy, but regime theory does not explicitly address them. How might a consideration of intergovernmental relationships change our understanding of public-private policy coordination in cities?

### **Part III: Selected Issues in Urban Politics**

#### ***Week 8 (Nov 4): Disaster or American Dream? Suburbanization in North America***

- Duany, Andres, Elizabeth Plater-Zyberk and Jeff Speck. 2000. What is sprawl and why? In *Suburban nation: The rise of sprawl and the decline of the American dream*, 3-20. New York: North Point Press.
- Nivola, Pietro S. 1999. So what? In *Laws of the landscape: How policies shape cities in Europe and America*, 35-51. Washington: Brookings Institution Press
- Neptis Foundation. 2015. Understanding the fundamentals of the Growth Plan. [http://www.neptis.org/sites/default/files/gp\\_primer/understanding\\_the\\_fundamentals\\_of\\_the\\_growth\\_plan\\_march20\\_0.pdf](http://www.neptis.org/sites/default/files/gp_primer/understanding_the_fundamentals_of_the_growth_plan_march20_0.pdf).

#### ***Week 9 (Nov 11): Cities for Citizens: The Transformation of Planning Practices***

- Leo, Christopher. 2002. Urban development: Planning aspirations and political realities." In *Urban policy issues: Canadian perspectives*, ed. Edmund P. Fowler and David Siegel, 215-266. Don Mills: Oxford University Press.
- Grant, Jill. 2006. The ironies of New Urbanism. *Canadian Journal of Urban Research* 15 (2): 158-174.

#### *Optional:*

- Grant, Jill and Daniel Scott. 2012. Complete communities versus the Canadian dream: Representation and suburban aspirations. *Canadian Journal of Urban Research* 21 (1): S132-S157.

### ***Week 10 (Nov 18): Urban Environmental Policies and the Challenge of Transport***

- McAllister, Mary Louise. 1995. Local environmental politics: Principles in conflict.” In *Canadian metropolitics: Governing our cities*, ed. James Lightbody, 269-289. Toronto: Copp Clark.
- Bulkeley, Harriet and Michelle Betsill. 2005. Rethinking sustainable cities: Multilevel governance and the urban politics of climate change. *Environmental Politics* 14 (1): 42-63.
- Metrolinx. 2008. The big move: Transforming transportation in the Greater Toronto and Hamilton Area.  
[http://www.metrolinx.com/thebigmove/Docs/big\\_move/TheBigMove\\_020109.pdf](http://www.metrolinx.com/thebigmove/Docs/big_move/TheBigMove_020109.pdf) (skim, also check-out Metrolinx’s website for more recent information).

### ***Week 11 (Nov 25): “Creative Cities” and Urban Policy***

- Florida, Richard. 2003. Cities and the creative class. *City & Community* 2 (1): 3-19.
- Ponzini, Davide and Ugo Rossi. 2010. Becoming a creative city: The entrepreneurial mayor, network politics, and the promise of an urban renaissance. *Urban Studies* 47 (5): 1037-1057.

#### ***Optional:***

- Rich, Meghan. 2013. “From coal to cool”: The creative class, social capital, and the revitalization of Scranton. *Journal of Urban Affairs* 35 (3): 365-384.

### ***Week 12 (Dec 2): Specialized Jurisdictions and Urban Governance***

- Smith, James. 2010. “Re-stating” theories of urban development: The politics of authority creation and intergovernmental triads in postindustrial Chicago. *Journal of Urban Affairs* 32 (4): 425-448.
- Filion, Pierre and Christopher Sanderson. 2014. Institutional arrangements and planning outcomes: Inter-agency competition on the Toronto waterfront. In *Canada in cities: The politics and policy of federal-local governance*, ed. Katherine Graham and Caroline Andrew, 131-163. Montreal & Kingston: MQUP.

#### ***Optional:***

- Wollman, Hellmut. 2010. Comparing two logics of interlocal cooperation: The cases of France and Germany. *Urban Affairs Review* 46 (2): 263-292.

### ***Week 13 (Dec 9): Research Roundtable***

\* Research paper due in class \*

In this final class, we will discuss the interesting things that you have all found out in your research projects and relate these to the themes of the course.



**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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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.**

## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to

[http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) 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.

## **University Policy on Cheating and Academic Misconduct**

**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/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## **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](mailto: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.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:  
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.