

Political Science 4501G/9714B
Version Date: 20 July 2016¹

Course Title:	Multilevel Governance
Day:	Mondays (Winter Term 2017)
Time:	11:30am to 1:30pm
Location:	SSC 4105

Instructor:	Dr. Chris Alcantara
Office Hours:	Mondays 1:30pm to 2:30pm or by Appointment (Winter Term 2017)
Office Location:	SSC 4144
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Prerequisite(s):

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.

Course Description

This course introduces students to the concept of multilevel governance. Over the last 30 years, a variety of forces have challenged the dominance and hierarchical nature of the modern state. As a result, states from around the world have shifted and transformed themselves to reflect three new trends: i) the emergence of new forms of cooperation, coordination and interdependency between governments at different levels; ii) the resurgence of territorial politics; and iii) the inclusion of civil society actors and individuals in new forms of public decision-making. These trends have had serious implications for how collective decisions are made and public goods are produced in North America and beyond. Over the course of the term, students will come to grips with the concept of multilevel governance by assessing its impact on the processes and outcomes of policy-making and governance in advanced democratic contexts.

Student Learning Objectives

At the end of this course, students should be able to:

- Identify the main elements of what constitutes multilevel governance and the various points of disagreement among scholars who use this term in their work;
- Articulate the forces that have generated the emergence and proliferation of multilevel governance in a variety of advanced democratic countries;
- Apply the concept of multilevel governance and other related concepts to a wide range of political phenomena across time and space;
- Synthesize and assess scholarly and non-scholarly information as they relate to the concept of multilevel governance;
- Communicate ideas regarding the emergence, practice, and outcomes of multilevel governance in a variety of written and oral mediums to a diverse set of audiences.

Course Materials

¹ This syllabus is subject to change so check in January on the political science and OWL websites to ensure you have the latest version!

A number of books are available for purchase at the bookstore and/or are on-reserve at the library. We will read either large portions of these books or in some cases, the entire book, so it is up to you how you access these books.

- Enderlein, Henrik, Sonja Walti, and Michael Zurn. Eds. 2010. *Handbook on Multi-level Governance* Edward Elgar Publishing. (6 chapters)
- Hooghe, Liesbet and Gary Marks. 2016. *Community, Scale, and Regional Governance: A Postfunctionalist Theory of Governance*. Oxford University Press. (Entire book).
- Lucas, Jack. 2016. *Fields of Authority: Special Purpose Governance in Ontario, 1815-2015*. Toronto: University of Toronto Press. (3 chapters).

Other readings are available from the instructor, online and/or in the library.

Methods of Evaluation

Ministerial Briefing Essay	20%	<u>Due Week 6 before the start of class</u>
Newspaper Op Ed 1	10%	<u>Due Week 8 before the start of class</u>
Newspaper Op Ed 2	10%	<u>Due Week 10 before the start of class</u>
Research Essay	25%	<u>Due Week 13 before the start of class</u>
Op Ed Responses	10%	<u>Due Week 9 and Week 11</u>
Seminar Participation	25%	<u>Continuous</u>
Total	100%	

Necessary Condition for Passing this Course

In order to receive a passing grade in this course, you must attend at least 10 full classes beginning in week 2. Failure to attend at least 10 classes will result in an automatic failure in the course regardless of the grades received on the written and oral assignments.

Written Assignments

For all written assignments (with the exception of the op ed columns and responses), please use the formatting (double spaced, headings, etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations MUST INCLUDE PAGE NUMBERS for all materials quoted, paraphrased, or summarized. These guidelines are available online at <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal post-2005. Make sure you get a hardcopy published after 2005 when Cambridge University Press took over the journal.

- Ministerial Briefing Essay: You are a policy analyst in the Canadian government whose job is to write a non-partisan briefing essay on multilevel governance for the federal cabinet to consider.
 - The briefing essay must address the following TWO questions: i) why has multilevel governance become a more popular phenomenon (e.g. identify the forces and link those forces to a theoretical or conceptual theme); and ii) how should the federal government respond to this trend?
 - In terms of the structure of the essay, it should contain the following four sections/headings (no introduction or conclusion are required):
 - a) Issue (one page that defines and identifies what multilevel governance is);
 - b) Background (1-3 pages on the forces that have led to its emergence in Canada);
 - c) Options (1-2 pages on at least two ways that the government of Canada can respond to these forces and the demands for more MLG); and

- d) Recommendations (1-2 pages on which option the government should choose and why), totaling a maximum of 7 pages.
- Ministerial Briefing Essay Requirements:
 - 5-7 pages maximum, excluding title page and bibliography;
 - Follow the essay organization and structure listed above;
 - Formal writing and proper referencing please;
 - Your essay should rely only and heavily on the course readings, although you are free to draw upon other sources if needed;
 - Double space your paper; 2.5 cm or 1 inch margins, number all of the pages of your essay;
 - Submit your essay online through OWL to the “assignments” section.
- Op Ed Essays: All newspapers print essays in their comment sections called “op eds” or “opinion columns.” Journalists, politicians, and academics write these papers in hopes of convincing readers to agree with their particular opinion on a contemporary issue. You are to write TWO “op ed” style essays (500-650 words maximum) during weeks 8 and 10.
 - The first op ed should argue for or against the city of Toronto or London, (ON) adopting a multilevel governance-style decision-making process as it relates to one particular municipal issue of your choosing.
 - The second op ed should argue for or against the federal government adopting a multilevel governance-style decision-making process as it relates to Indigenous politics in Canada.
 - Please post your op ed in the “Forum” section of OWL. **No referencing is required for these op ed essays but their contents should reflect the course readings and other readings as necessary.**
- Op Ed Response Posts: During weeks 9 and 11, you must post a 250 word (maximum) response to one of your classmates op eds on OWL under the “Forum” section. **No referencing is required for these op ed responses.**
- Research Essay: Using proper research essay organization, structure and referencing, please answer ONE of the following questions.
 - Under what conditions should advanced democratic countries such as Canada use multilevel governance? Answer this question with reference to at least two policy areas.
 - What factors determine whether multilevel governance produces effective policy outcomes? Answer this question with reference to at least two policy areas.
 - Is Multilevel Governance a democratic or anti-democratic method of public decision-making? Answer this question with reference to at least two policy areas.
- Research Essay Requirements:
 - 10-15 pages maximum, excluding title page and bibliography;
 - proper referencing (e.g. Sancton 2000: 53) and essay structure (e.g. title page; introduction which sets up the importance and relevance of your research question and topic; conceptual/theoretical section which structures and guides your analysis; empirical section organized by policy area or by argument; analysis which links your empirical findings to your research question and theoretical section; conclusion which restates your question and findings and specifies how researchers and/or policymakers might draw upon your work; and bibliography);
 - Your theoretical/conceptual section should define your concepts and present any theories that will guide your analysis. E.g. for topic 1, define MLG and present a theory or set of concepts that will guide your choice of conditions that you think should lead to the

adoption of MLG; for topic 2, define MLG, define what you mean by “effective policy outcomes”, and present a theory or set of concepts that link the factors that produce the outcomes; for topic 3, define MLG, and present a theory and set of concepts that define democratic and anti-democratic in the context of public decision-making;

- Sources: This paper should be written using mostly course readings. **Students should nonetheless aim to draw upon and reference at least 2-3 additional readings beyond those listed in this syllabus for their paper.**
- Double space your paper; 2.5 cm or 1 inch margins, number all of the pages of your essay;
- Submit your essay online through OWL to the “assignments” section.

Oral Assignments

- Seminar Participation: Each week, students will be expected to PARTICIPATE in class discussion on the readings. **There is no grade for attendance.** Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:
 1. demonstrated that they have read, understood, and thought critically about the course materials and themes;
 2. participated in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and offensive language;
 3. showed a willingness to take decisive stands on issues in a way that fostered intelligent conversation;
 4. demonstrated that they are open to changing their opinions as a result of debate and discussion.

Class and Reading Schedule

Week 1: Introductions, Administrivia and General Discussion

Read the syllabus and be prepared to discuss the following questions:

Who should have the final decision when it comes to deciding what to do in a contentious policy debate (e.g. abortion; assisted suicide; capital punishment; etc.)?

Is it better for citizens to directly participate in policymaking as individuals or indirectly through intermediaries (e.g. governments; NGOs, etc.)?

Are more participants better than fewer participants when it comes to making decisions?

What kinds of issues are ideally addressed by few participants? How about many participants is ideal?

What normative principles should guide how public policy decisions are made?

PART 1: Conceptual Basics

Week 2: Defining Multilevel Governance

Hooghe, Liesbet and Gary Marks. 2003. "Unraveling the central state. But how? Types of multi-level governance." *American Political Science Review* 97 (2): 233-243.

Piattoni, Simona. 2009. "Multi-level Governance: A Historical and Conceptual Analysis." *European Integration* 31 (2): 163-180.

Alcantara, Christopher and Jorg Broschek and Jen Nelles. 2016. "Rethinking multilevel governance as an instance of multilevel politics: A conceptual strategy." *Territory, Politics, Governance* 4 (1): 33-51.

PART 2: Driving Forces and Trends

Week 3: Supranationalism and Decentralization

Marks, Gary. 1993. "Structural Policy and Multilevel Governance in the EC," in Alan Cafruny and Glenda Rosenthal, eds., *The State of the European Community*, New York: Lynne Rienner, pp. 391-410.

Jachtenfuchs, Markus. 2010. "The Institutional Framework of the European Union." In Enderlein, Walti, and Zurn, eds., *Handbook on Multi-level Governance*. Edward Elgar Publishing. Chapter 12.

Benz, Arthur. 2010. "The European Union as a Loosely Coupled Multi-level System." In Enderlein, Walti, and Zurn, eds., *Handbook on Multi-level Governance*. Edward Elgar Publishing. Chapter 13.

Rodden, Jonathan. 2004. "Comparative Federalism and Decentralization: On Meaning and Measurement." *Comparative Politics* 36 (4): 481-500.

Rodriguez-Pose, Andres and Nicholas Gill. 2003. "The Global Trend towards Devolution and its Implications." *Environment and Planning C: Government and Policy* 21 (3): 333-351.

Week 4: Community, Scale and Regional Governance

Hooghe, Liesbet and Gary Marks. 2016. *Community, Scale, and Regional Governance: A Postfunctionalist Theory of Governance*. Oxford University Press.

Week 5: Civil Society Groups and Citizens

Doberstein, Carey and Heather Millar. 2014. "Balancing a House of Cards: Throughput Legitimacy in Canadian Governance Networks." *Canadian Journal of Political Science* 47 (2): 259-280.

Doberstein, Carey. 2013. "Metagovernance of Urban Governance Networks in Canada: In Pursuit of Legitimacy and Accountability." *Canadian Public Administration* 56 (4): 584-609.

Doberstein, Carey. 2016. "Designing Collaborative Governance: Decision-Making in Search of 'Collaborative Advantage'." *Public Management Review* 18 (6): 819-841.

Belanger, Yale and Ryan Walker. 2009. "Interest Convergence and Co-production of Plans: An Examination of Winnipeg's 'Aboriginal pathways'." *Canadian Journal of Urban Research* 18 (1): 118-139 (Supplement).

Week 6: Federalism and Multilevel Governance (Ministerial Briefing Essay due today)

Stein, Michael and Lisa Turkewitsch. 2010. "Multi-level Governance in Canadian and American Intergovernmental Relations." In Enderlein, Walti, and Zurn, eds., *Handbook on Multi-level Governance*. Edward Elgar Publishing. Chapter 11.

Cameron, David, and Richard Simeon. 2002. Intergovernmental Relations in Canada: The Emergence of Collaborative Federalism. *Publius* 32, (2): 49-72.

Simmons, Julie M., and Peter Graefe. 2013. Assessing the Collaboration That Was "Collaborative Federalism" 1996-2006. *Canadian Political Science Review* 7 (1): 25-36.

Robert Young. 2006. 'Open Federalism and Canadian Municipalities,' in Keith G. Banting *et al.*, *Open Federalism: Interpretations, Significance* (Kingston: Institute of Intergovernmental Relations), 7-24.

PART 3: Case Studies in Canada, North America and Elsewhere

Week 7: Local Government Part 1 - Toronto

Martin Horak, "Success and Failure in Multilevel Governance in Toronto" in Martin Horak and Robert Young, eds., *Sites of Governance: Multilevel Governance and Policy Making in Canada's Big Cities* (Montreal & Kingston: McGill-Queen's University Press, 2012), ch. 9.

Christopher Sanderson and Pierre Filion, "The Development of the Toronto Waterfront: Federal Presence, Institutional Complexity, and Planning Outcomes" in Michael C. Ircha and Robert Young, eds., *Federal Property Policy in Canadian Municipalities* (Montreal and Kingston: McGill-Queen's University Press, 2013), ch. 5.

Gabriel Eidelman, *Three's Company: A Review of Waterfront Toronto's Tri-governmental Approach to Revitalization* (Toronto: The Mowat Centre, 2013)

http://mowatcentre.ca/wpcontent/uploads/publications/79_threes_company.pdf

Week 8: Local Government Part 2 – Special Purpose Bodies (Op Ed 1 due today)

Lucas, Jack. 2013. "Hidden in Plain View: Local Agencies, Boards, and Commissions in Canada." *IMFG Perspectives*. Toronto: Institute on Municipal Finance and Governance.

http://munkschool.utoronto.ca/imfg/uploads/253/imfg_1453hiddeninplainview_final_web.pdf

Lyons, Joseph. 2015. "Conservation authority board composition and watershed management in Ontario", *Canadian Public Administration* 58 (2): 315-32

Lucas, Jack. 2016. *Fields of Authority: Special Purpose Governance in Ontario, 1815-2015*. Toronto: University of Toronto Press. Chapters 5-7 (Public School Boards, Local Boards of Health, and Hydro-Electric Commissions).

Week 9: Indigenous Multilevel Governance Part 1 – What drives it and what shape does it take? (Op Ed Response 1 due today)

Papillon, Martin. 2012. "Adapting federalism: Indigenous multilevel governance in Canada and the United States." *Publius: Journal of Federalism* 42 (2): 289-312

Papillon, Martin. 2015. "Introduction: The Promises and Pitfalls of Aboriginal Multilevel Governance" In Papillon and Juneau, eds., *Canada: The State of the Federation, Aboriginal Multilevel Governance* Montreal-Kingston: McGill-Queen's University Press, pp. 3-26.

Alcantara, Christopher and Jen Nelles. 2014. "Indigenous Peoples and the State in Settler Societies: Towards a More Robust Definition of Multilevel Governance." *Publius: Journal of Federalism*. 44 (1): 183-204.

Week 10: Indigenous Multilevel Governance Part 2 (Op Ed 2 due today) – What are its outcomes?

Alcantara, Christopher and Zac Spicer. In Press. "A New Model for Making Aboriginal Policy? Evaluating the Kelowna Accord and the Promise of Multilevel Governance in Canada." *Canadian Public Administration*.

Wilson, Gary, Christopher Alcantara, and Thierry Rodon. 2015. "Multilevel Governance in the Inuit Regions of the Territorial and Provincial North." In Papillon and Juneau, eds., *Canada: The State of the Federation, Aboriginal Multilevel Governance* Montreal-Kingston: McGill-Queen's University Press, pp. 43-64.

White, Graham. 2008. "Not the Almighty: Evaluating Aboriginal Influence in Northern Land-Claim Boards." *Arctic* 61 (5): 71-85 (Supplement 1).

Week 11: Water Governance (Op Ed Response 2 due today)

Greitens, T.J. ad Strachan and Welton, 2013. The Importance of Multilevel Governance Participation in the "Great Lakes Areas of Concern"." In Cepiku, Jesuit, and Roberge, eds., *Making Multilevel Public Management Work: Stories of Success and Failure from Europe and North America* Boca Raton: CRC Press, pp. 159-182.

Norman, Emma and Karen Bakker. 2009. "Transgressing Scales: Water Governance Across the Canada-U.S. Borderland." *Annals of the Association of American Geographers*. 99 (1): 99-117.

Norman, Emma and Karen Bakker. 2015. "Do Good Fences Make Good Neighbours? Canada-United States Transboundary Water Governance, the Boundary Waters Treaty, and Twenty-First-Century Challenges." *Water Interntional* 40 (1): 199-213.

Bakker, Karen and Chrstina Cook. 2011. "Water Governance in Canada: Innovation and Fragmentation." *International Journal of Water Resources Development* 27 (2): 275-289.

Week 12: Other Policy Areas

Graser, Alexander and Stein Kuhnle. 2010. "Social Policy and Multi-level Governance." In Enderlein, Walti, and Zurn, eds., *Handbook on Multi-level Governance*. Edward Elgar Publishing. Chapter 26.

Enderlein, Henrik. 2010. "Economic Policy-making and Multi-level Governance." In Enderlein, Walti, and Zurn, eds., *Handbook on Multi-level Governance*. Edward Elgar Publishing. Chapter 28.

Rixen, Thomas. 2010. "International Taxation and Multi-level Governance." In Enderlein, Walti, and Zurn, eds., *Handbook on Multi-level Governance*. Edward Elgar Publishing. Chapter 29.

Week 13: Final reflections on Multilevel Governance (Research Essay due today)

No reading this week.

Due dates and Non-medical and medical accommodation

Assignments must be submitted on the dates specified above by the beginning of class. **Failure to turn in an assignment on time will result in a penalty of FIVE percentage points for each day or partial day it is late.** Only papers accompanied by a doctor's note (stating that the illness occurred before the due date) or proper documentation in the case of family emergencies will be exempt from late penalties. Please speak to the instructor to arrange for an extension BEFORE the due date. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Essays MUST be submitted online to the appropriate assignment folder in OWL. Students are also responsible for ensuring that their paper has successfully been submitted to the appropriate assignment folder on OWL. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their papers at the same time so submit early. No extensions will be granted on the basis of technological failures or unexpected slowdowns with the OWL server.

Under no circumstances should assignments be physically handed in, emailed, or slipped under any door. Students should always keep a copy of any work that is handed in, at least until it is graded and returned. Students should also keep all rough and draft work.

Statement on Contact

If you have questions or concerns, or wish to meet with me in person, you can contact me via email, campus phone, or by attending posted office hours. Please expect at least a 24 hours delay in getting responses to emails, though responses may come sooner. Email contact should be for clarification purposes; more in-depth concerns should be addressed in a scheduled meeting or in office hours

Only emails sent from a valid UWO email address will be read.

Phone contact can only be made during posted office hours; the phone message systems will not be monitored. Alternative appointment times may be arranged if the office hours are not accessible.

The most preferred form of contact is in person. I am more than happy to meet with students during posted office hours or by mutually convenient appointment.

Statement on Use of Electronic Devices

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. **All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don't do it.**

Statement on 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/scholastic_discipline_undergrad.pdf .

Statement on Turnitin:

“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>).”

Students may NOT use the DRAFT option from any other course and doing so will result in a 0 on the paper.

**APPENDIX TO 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/scholastic_discipline_grad.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.

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.