

Department of Political Science
Western University
POL 4403F

‘War on Terror’

Professor Nandita, Biswas Mellamphy
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Class location and times: Wednesday 1:30-3:30pm, SSC 4103.

Pre-Requisites/Anti-requisites: POL 2237E

Course Description:

What happens when war and militarization extend out of the space of the battlefield and become integrated into the civilian space of everyday life? Just as we have witnessed the global integration of information, communication, and trade which are no longer confined by territorial boundaries, so too can 'war' be seen as no longer confined to its classic theatre of operation, the battlefield. Today, in combination with the technological and informational revolutions characteristic of the 21st century, the governance of terror in the name of security has effectively led to the tactical and indefinite extension of war into all spheres of life. This course seeks to critically and theoretically investigate the changing nature of 'war', from classical to contemporary information and digital forms warfare (which are increasingly non-military in nature). The course material draws from a growing international field of scholarship that researches the problematization of politics, security and war from the perspective of political media theories, philosophies of information and bio-technology, continental philosophy, as well as postmodern and poststructuralist theories of power.

Please note that this is a theoretical course that draws on empirical materials (as such, the readings and assignments will focus on theoretical analyses and discussions). For those who would like some background reading on International Relations theories, please consult: *Critical Approaches to International Security* by K.M. Fierke and/or *International Relations Theory: A Critical Introduction* by Cynthia Weber (these books have **not** been ordered at the Bookstore so it is up to you to purchase them. I suggest using Abebooks.com or Scribd).

The course materials will seek to elucidate the following concepts/themes:

- Security and Insecurity (the politics of fear)
- States of exception and discourses of 'crisis' (disaster capitalism)
- Classical warfare, Asymmetric warfare, and Information warfare

- Predation, the asymmetric enemy and drone warfare
- Biometrics, Privacy and the Surveillance State
- Democratic erosion and Counter-Terrorism policies

This course is focused on “**inquiry-based learning**” which presupposes that ‘all learning begins with the learner’. The course presupposes that YOU will take a *proactive* involvement in your own learning: this includes consulting online and print sources for further information on a topic, or consulting me whenever you need help or have a relevant question.

Learning Outcomes:

By the end of this course, you should be able to:

- Demonstrate knowledge of diverse theories and methodological approaches in political science and recognize the ethical dimensions and problems of methodologies
- Demonstrate an awareness of how power, culture and history condition/influence knowledge formation and be able to situate knowledge historically and contextually
- Demonstrate understanding of the controversial nature of politics and recognize the limits of your own political knowledge, in light of exposure to information, concepts, theories and experience
- Demonstrate well developed, independent information literacy and research skills and be able to identify goals for their own professional development and further learning
- Work effectively with others, demonstrating the skills of giving constructive and critical feedback to peers, responding to feedback, and using active listening

Required Textbooks:

False Security: The Radicalization of Canadian Anti-Terrorism by Craig Forcese and Kent Roach, Irwin Law Inc.

America's War on Terror: The State of the 9/11 Exception from Bush to Obama by Jason Ralph, Oxford University Press.

Taking Liberties: The War on Terror and the Erosion of American Democracy by Susan N. Herman, Oxford University Press.

The required texts have been ordered at The Bookstore, but for cheaper prices try ordering online at abebooks.com

Other Required Course Material: All readings are available on the course website (OWL).

Evaluation Breakdown:

- Class Attendance (10%) + Participation (10% *please note that this is not an attendance mark; if you do not contribute to class discussion, you will not score highly in this category)= 20%
- Critical Reflective Analysis (3-4 pages, assigned question): 30%
- Research Essay Outline (2-3 pages): 10%
- Final Research Essay (40%): 12-15 pages (double spaced, typed, title page and bibliography); to be submitted electronically through the course website; no print copy required.

Go to the appendices of this course outline for instructions for each assignment.

Critical Reflective Analysis= 30%	To be submitted electronically through the course website NO LATER THAN 5 pm., October 25, 2017 ; no print copies required.
Research Essay Outline= 10%	Due November 8, 2017; hardcopy to be submitted at the beginning of class
Final Research Essay = 40%	Due December 6, 2017 NO LATER THAN 5 pm; to be submitted electronically through the course website; no print copies required.
THERE IS NO SCHEDULED FINAL EXAM FOR THIS CLASS	

Course Website (OWL): Everything having to do with each component of the course will be available on the course website. *The website has not been developed to be a replacement for attending class.* Problems with accessibility to the course website cannot be used as a basis for missing deadlines or appealing your grades. This means that if you are having problems accessing the course website, you must notify your instructor as soon as possible and you will be directed to a computer technician.

Computer, Cell-phone and Other Gadgets Policy:

- You may use your computers to take notes during lectures, but I reserve the right to ensure that you are not text-messaging, surfing the internet, or distracting other students.
- No digital recording (either voice or image) of the lectures is allowed.
- All cellphones (and similar technologies) must be turned off, silent or on ‘vibration’ mode during the duration of the class and during tutorials.

Communication Policy:

I encourage you to visit me during my weekly office hours to introduce yourself, ask questions, or seek clarifications about the readings. Otherwise you can also communicate with me through

email (at my uwo email address; please allow up to two days for responses). You can always leave me a voice message on my campus telephone (extension 81161).

Special Needs: If you are a student with special needs, or you simply want to discuss the course materials in more depth, *please feel free to discuss with me in person at any time*. Visit Western's *Student Development Services* (<http://www.sdc.uwo.ca/>) to access the resources available to you. If you are seeking academic accommodation, please see me as soon as possible, ideally at the beginning of the course (for pre-established conditions, accommodation will not be considered for those who wait till the end of classes to discuss their issues with me).

Western Medical Accommodation Policy (Medical Notes): The University of Western Ontario's Senate has approved a medical note policy, which affects all students. Please follow the procedures as set out by the University and see your Academic Counseling office to present your case and documentation **before** asking me for an extension without penalty. For more detailed information and forms, please visit <https://studentservices.uwo.ca/secure/index.cfm>, and for further policy information please visit http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

Academic Dishonesty Policy: "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/choloff.pdf>." The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking. (UWO Senate 2002-03)."

If you have questions about what constitutes plagiarism, please do not hesitate to ask me.

ASSIGNMENT DEADLINES AND POLICIES:

Please consider these deadlines 'sacred'! Only in cases in which the student has presented appropriate documentation to their Academic Counseling Officer will any extensions without penalty be considered (see above). Late essay submissions are subject to a penalty deduction of 5% a day (from the due date until the day that the assignment is received by the instructor, including weekends and holidays). **To discuss these policies further, please feel free to meet with me.**

Weekly Reading Schedule: Subject to modification

* Available on course website.

Date	Required and Recommended Readings	Lecture Themes
Sep 13	Discussion of Course Outline Recommended: * Marie Breen Smyth <i>et. al.</i> , "Critical Terrorism Studies—an introduction"	Introduction to Course Themes and Mechanics
Sep 20	Forcese and Roach, <i>False Security</i> , Introduction and Chapter 1. Ralph, <i>America's War on Terror</i> , Introduction. Herman, <i>Taking Liberties</i> , Preface and Introduction.	<i>False Security: War on Terror from Past to Present</i>
Sep 27	Forcese and Roach, Chapter 3, "An Evolving Terrorist Threat". *Stephen D. Reese and Seth C. Lewis, "Framing the War on Terror: The Internalization of Policy in the US Press". *Andrew Hoskins and Ben O'Loughlin, "Introduction" (from <i>War and Media: The Emergence of Diffused War</i>). Recommended: Brian Massumi, "The Half-Life of Disaster", http://www.theguardian.com/commentisfree/2011/apr/15/half-life-of-disaster	<i>Framing War, Media and Disaster Capitalism</i>
Oct 4	*Cory Robin, <i>Fear: The History of an Idea</i> , p. 1-43. Ralph, Chapter 2, "The Use of Force After 9/11." Recommended: *McKenzie Wark, "Securing Security" (from <i>Telesthesia: Communication, Culture and Class</i>). Dan Tynan, http://www.itworld.com/article/2708226/it-management/in-the-21st-century-surveillance-state--we-are-all-terrorists.html	<i>Fear, Force and the Politics of Insecurity</i>

Date	Required and Recommended Readings	Lecture Themes
	Adam Curtis, <i>Power of Nightmares</i> , BBC documentary	
Oct 11	CLASS CANCELLED	<i>Happy Thanksgiving</i>
Oct 18	<p>*Carl von Clausewitz, "What is War?" and "Purpose and Means in War" in <i>On War</i>, p. 7-44.</p> <p>*Carl Schmitt, <i>The Concept of the Political</i>, p. 25-37.</p> <p>*Michael Hardt and Antonio Negri, <i>Multitude: War and Democracy in the Age of Empire</i>, Preface and p. 3-10, and p. 12-32.</p>	<i>War, Sovereignty and States of Exception</i>
Oct 25	<p>*Michael Hardt and Antonio Negri, <i>Multitude: War and Democracy in the Age of Empire</i>, p. 37-62.</p> <p>*Gal Hirsch, "On Dinosaurs and Hornets: A Critical View on Operational Moulds in Asymmetrical Conflicts", <i>RUSI Journal</i>, p. 60-63.</p> <p>*Reza Negarestani, "The Militarization of Peace", <i>Collapse: Philosophical Research and Development</i>, vol. 1 (2006): p. 53-60 (ONLY) http://www.urbanomic.com/Publications/Collapse-1/PDFs/C1_Reza_Negarestani.pdf</p> <p>*Yves Winter, "The Asymmetric War Discourse And Its Moral Economies: A Critique", <i>International Theory</i> (2011), 3:3, 488-514.</p>	<p><i>Who is Friend and Who is Enemy? From Symmetrical to Asymmetrical War</i></p> <p>CRITICAL REFLECTION ANALYSIS DUE TODAY!</p>
Nov. 1	<p>*Gregoire Chamayou, "The Dialectic of the Hunter and the Hunted," (from <i>Manhunts: A Philosophical History</i>).</p> <p>*Derek Gregory, "Drone Geographies", 7-19.</p> <p>Force and Roach, Chapters 4 and 5.</p> <p>Recommended: Gregoire Chamayou, "The Manhunt Doctrine", http://www.radicalphilosophy.com/commentary/the-manhunt-doctrine</p> <p>"UNHRC Adopts Drones Resolution"</p>	<i>Netwar: The Ethics of Predation and the Politics of Drone Warfare</i>

Date	Required and Recommended Readings	Lecture Themes
	http://justsecurity.org/8712/unhrc-adopts-drones-resolution/	
Nov 8	<p>*Philip Agre, "Surveillance and Capture: Two Models of Privacy", 740-760.</p> <p>*Herman, <i>Taking Liberties</i>, 66-102.</p> <p>*Haggerty and Erikson, "The Surveillant Assemblage", 605-622.</p> <p>Recommended: *Gilles Deleuze, "Postscript to Societies of Control", 177-182.</p>	<p><i>The Surveillance Society and Surveillant Assemblages</i></p> <p>RESEARCH OUTLINE DUE TODAY!</p>
Nov 15	<p>Forcese and Roach, Chapters 6 and 7.</p> <p>*Louise Amoore, "Biometric borders: Governing mobilities in the War on Terror", 336-351.</p> <p>*Sander Jansma, "The Privacy Paradox in a Control Society".</p> <p>*Herman, <i>Taking Liberties</i>, 105-130.</p> <p>Recommended: Philip Agre, "Your face is not a Bar Code: Arguments Against Automatic Face Recognition in Public Places", http://polaris.gseis.ucla.edu/pagre/bar-code.html</p> <p>Sarah Resnick, "Leave Your Cellphone at Home", https://nplusonemag.com/online-only/online-only/leave-your-cellphone-at-home/</p> <p>http://money.cnn.com/2014/09/16/technology/security/fbi-facial-recognition/</p>	<p><i>Biometrics and Datawar: Privacy in the Age of Intelligent Machines</i></p>
Nov 22	<p>Forcese and Roach, Chapter 10, "Delete: Criminalizing and Censoring Extremist Speech".</p> <p>Herman, 189-218.</p>	<p><i>Dissent, Protest and the Erosion of Democracy: Should there be a Right to 'Opacity'?</i></p>

Date	Required and Recommended Readings	Lecture Themes
	<p>Edouard Glissant, "Opacity", excerpt from the <i>Poetics of Relation</i>.</p> <p>Recommended: http://www.cbc.ca/news/politics/wearing-a-mask-at-a-riot-is-now-a-crime-1.1306458 Zach Blas, "Escaping the Face: Biometric Facial Recognition and the Facial Weaponization Suite" http://median.newmediacaucus.org/caa-conference-edition-2013/escaping-the-face-biometric-facial-recognition-and-the-facial-weaponization-suite/</p>	
Nov 29	<p>*David Lyon "Surveillance, Snowden, And Big Data: Capacities, Consequences, Critique".</p> <p>Francesca Musiani, "Governance by Algorithms", <i>Internet Policy Review</i>, http://policyreview.info/articles/analysis/governance-algorithms</p> <p>Evgeny Morozov, "The Rise of Data and the Death of Politics", http://www.theguardian.com/technology/2014/jul/20/rise-of-data-death-of-politics-evgeny-morozov-algorithmic-regulation</p>	<i>Big Data, Surveillance and the 'Death' of Politics</i>
Dec 6	<p>Last Class Conclusion and Wrap Up</p> <p>Nandita Biswas Mellamphy, "Larval Terror and the Digital Darkside", in <i>E-International Relations</i>, http://www.e-ir.info/2015/11/14/larval-terror-and-the-digital-darkside/</p>	FINAL RESEARCH ESSAY DUE TODAY!

APPENDICES: ASSIGNMENTS AND INSTRUCTIONS

1. Participation= 10%

GRADING GUIDE

Grade out of 10	Discussion	Reading
8.5+	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
8-8.4	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
7-7.9	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
6-6.9	<u>Somewhat poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
5-5.9	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material
below 5	Never speaks or participates	No apparent familiarity with assigned material

2. Critical Reflection Analysis: 30%

TO BE SUBMITTED ELECTRONICALLY THROUGH THE COURSE WEBSITE NO LATER THAN 5 PM., OCTOBER 25, 2017;
NO PRINT COPIES REQUIRED.

Objectives:

- To stimulate your interest in reading the weekly assigned course materials.
- To help you direct and better orient your weekly reading of course materials.
- To enable you to critically respond to class materials in writing

This reflective writing exercise evaluates your familiarity with the course materials and main themes; this means the more you can critically and reflectively draw in class materials, the better you will score. Critical reflections do not simply summarize the text or evaluate whether or not you like the text; they are a 3-4 page *persuasive and focused analysis, argument, or interpretation about the text*. They not only help you think critically about the texts you read but also help you formulate ideas and develop arguments that you can use in your research essay and take-home exam. *In fact, this critical reflection assignment is designed to help you build your essay writing skills.*

Format: Based on the readings and using the course materials you've studied up till that point, you'll **write a mini-essay** that offers a critical response to a pre-given question. Demonstrate your knowledge of the class materials by discussing concepts and arguments covered in the weekly readings.

All responses should be typed and printed; responses should be formulated in standard essay-style (introduction, body, conclusion, citations and bibliography); not exceed 1000 words (min. 750-max. 1000 words, not including bibliography). You can use any citation style you like, although Chicago Style is recommended.

http://www.chicagomanualofstyle.org/tools_citationguide.html

The Question:

Is 'war on terror' something other than 'war' traditionally conceived? Is it a 'new kind of war' that demands exceptions to the norms of war? What is at stake in the discourse of 'states of exceptions' and of 'exceptionalism'?

(Some questions from the readings to consider in your answer: Is war on terror a 'war' in the sense meant by Clausewitz? Is war on terror 'political' in the sense meant by Schmitt's definition? Is war on terror 'global' 'civil war' in the sense meant by Hardt & Negri?)

Tip: Draw as much as possible from course themes, concepts and materials to discuss your perspective. Use standard essay form and academic referencing.

Submission instructions: Go to the 'Assignments' link in the Menubar of the OWL coursewebsite to access the 'Critical Reflection Analysis' link in order to upload your electronic version. SUBMIT EITHER AS A WORD OR PDF DOCUMENT ONLY (OWL DOES NOT ACCEPT PAGES OR ANY OTHER FORMAT). No hard copy printout is required; your uploaded copy counts as your official submission.

3. Research Essay Outline: 10%

Due November 8, 2017 (typed and printed to be submitted at the beginning of class)

Objective:

- Outline your preliminary research question, approach, and tentative bibliography in preparation for the final research essay

Format: Approximately 2-3 pages; typed and printed.

Guidelines:

The aim of this exercise is to encourage you to start thinking about your final research paper. You are being asked to provide a written outline of your final research essay, so the objective is to give me a good sense of your final research topic.

Please include the following content:

1. Introduction to your tentative research question, or hypothesis; briefly discuss your approach and the rationale (ie. why are you interested in this topic? Are you bringing an original point of view to the research literature? What are some of the controversies or debates surrounding your topic or your interpretations? What do you hope to contribute to the existing literature?)
2. Brief outline of essay in the form of sections and subsections (point form is fine).
3. Tentative Bibliography (which sources have you consulted?) Try to use at least: 4 books; 4 journal articles; Plus your choice of scholarly digital sources (newspaper articles, blogs, etc.)

4. Research Essay = 40%

Due December 6, 2016 NO LATER THAN 5 pm; to be submitted electronically through the course website; no print copies required.

Objectives:

- To give you an opportunity to synthesize concepts learned in the class (as well as apply knowledge from other classes) and apply them to a focused area of inquiry or topic
- To help you build your mental analytic skills and how to translate them into persuasive, written arguments
- To build your knowledge expertise in a particular topical area of study (e.g. Canadian anti-terror law)

Instructions: Based on the research question and outline you submitted (and for which you will receive feedback), please provide a 10-15 pages, typed, double spaced, including bibliography. Standard essay format which should include an introduction, body and discussion, conclusion and bibliography.

Sources: You must use minimum

- 4 books
- 4 journal articles
- Plus your choice of scholarly digital sources (newspaper articles, blogs,

Citation Style: Please use Chicago Style;

http://www.chicagomanualofstyle.org/tools_citationguide.html

Evaluation Criteria: Here are the categories according to which your final essay will be assessed and graded. Please ensure that all elements, are present, as much as possible, in your final research paper:

- ARGUMENTATION / REASONING (clear thesis statement, analysis of course content, thorough judgment of the material presented, logical development of ideas, argumentative technique, well-supported and convincing conclusions, credible interpretations and inferences)
- EVIDENCE (textual support, accurate and appropriate use of quotes, explanation of quotes used, engagement with course materials, relevant selection of sources, provision of adequate context, recognition of what's at stake in the question)
- ESSAY FORM / ORGANIZATION (introduction, body, conclusion, references and citations, bibliography, points of contrast/comparison, consistent focus on the question at hand, clear plan for the reader to follow, cumulative sequence of points)
- TECHNIQUE (credibility of authorial voice, grammar, style, spelling, clear definitions and explanations of concepts, unambiguous word choice, to the point, balance between eloquence and precision.

Feel free to ask questions or get clarifications anytime!

**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

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 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

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.

*Reprinted by permission of the Department of History

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.

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.