**Political Science 3210 – Canada-US relations**

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Canada-US relations</th>
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<tbody>
<tr>
<td><strong>Day:</strong></td>
<td>Wednesday</td>
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<tr>
<td><strong>Time:</strong></td>
<td>10:30-12:20</td>
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<tr>
<td><strong>Location:</strong></td>
<td>SSC-3006</td>
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<thead>
<tr>
<th><strong>Instructor:</strong></th>
<th>Dan Bousfield</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Monday 8:30-10:20, Wednesday 8:30-10:20.</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>SSC 4084</td>
</tr>
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<td><strong>Email:</strong></td>
<td><a href="mailto:dbousfie@uwo.ca">dbousfie@uwo.ca</a></td>
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<tr>
<td><strong>Text only phone</strong></td>
<td>289-six20-6665</td>
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<tr>
<td><strong>Skype/facetime</strong></td>
<td><a href="mailto:danbousfield@outlook.com">danbousfield@outlook.com</a></td>
</tr>
<tr>
<td><strong>Twitter/Periscope</strong></td>
<td>@uwo_teach</td>
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<td><strong>Facebook group</strong></td>
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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.

**Introduction:**
This course will help you critically assess the current state of Canadian-American relations through a variety of perspectives, issues and policy debates. We will emphasize the importance of theories and arguments related to North American integration and divergence from local, regional and global perspectives. We will explore economic and political integration as well as forms of divergence where students will analyze developments in the areas of defence, security, environment, culture and labour. Students will also debate and discuss the processes of policy development in comparative terms, with an emphasis on the role of actors in civil society. Students will be given the option to complete Community Service Learning (CSL) placement or projects that will allow these issues to the brought to life to the student, while making an important contribution to a community organization in the London area.

**Learning Objectives:**
Through this course all students will have the opportunity to:
- Discuss different approaches to Canada-US relations
- Describe the key events, changes over time and the current state of Canada-US relations
- Think critically and write about an issue in Canada-US relations
- Evaluate the effectiveness of policy or inter-state issue in Canada-US relations
- Participate in a presentation about the history, context or ideas of a Canada-US issue
- Analyze current policy and political issues between Canada and the US
- Discuss a current Canada-US issue in historical context

Through this course some students will have the opportunity to:
- Participate in a community-engaged scholarship opportunity with real world actor dealing with a contemporary Canada-US issue.
Antirequisites: Political Science 2139, 3367F/G, 3326E  
Prerequisites: Political Science 2230E or 2231E or 2244E or International Relations 2210E  

Course Materials  
All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon or Law Libraries.  

Background resources: This course assumes a popular level of understanding of Canadian and American relations, but a primer for topics and issues of which you may be unfamiliar can be useful. Apart from the suggested textbooks you should also check out recent issues of “Key Journals and Annuals” for the study of Canadian Foreign Policy & Canada-U.S. Relations (courtesy of John Kirton, U of Toronto, 2009, via Srdjan Vucetic):  
   Canadian Foreign Policy  
   Canada Among Nations  
   International Journal  
   Global Brief  
   American Review of Canadian Studies  
   Canadian Public Policy  
   Policy Options  
   Canadian Journal of Political Science  
   Literary Review of Canada (reviews of recent books)  

Crowd-sourced essay resources: Given that you will be researching a specific area of Canada-US relations throughout the course, it makes sense to develop your knowledge alongside those who have come before you. Consequently, I encourage students to add and remove useful essay sources from a master list provided on week 1. These are some starting points for your research, but not exhaustive or necessarily relevant to your approach, so remain critical about their use.  

Methods of Evaluation  
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<tr>
<th>Attendance – 10%</th>
<th>Participation 10%</th>
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<tr>
<td>Debate or CEL 12.5% - Mandatory Signup by Sep 26</td>
<td>Essay or Policy Analysis 40% - Due November 21</td>
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<tr>
<td>Exam 27.5% - During Exam Period</td>
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Attendance 10% of final course grade. Participation 10% of final course grade.  
Students are expected to attend and participate consistently and effectively in the work of their respective groups. Presentation marks cannot be received without attendance marks. Class discussions are an opportunity to engage with the ideas and concepts presented in the course through discussion and presentation. (See ‘Guidelines for Success’ below). Students have the option of receiving their participation mark for any individual class by writing a single page (250 word) response to one or all of the week’s readings. The response should reflect on the content of the readings rather than summarize them, and discuss interesting points of contention or debate. To receive a participation grade for any one class (to a maximum of 10), students must email their summary to dbousfie@uwo.ca on the exact day of the lecture. Only files received from 12:00am to 11:59pm on day of lecture will be marked. The subject line of the email MUST read “POLS 3210 Response Paper –Student Name - Student Number” or the assignment will not be marked.  

Debate (or CEL; see below): 12.5% of final grade.  
In teams of two ONLY, students should pick a specific case related to their area of interest from the list
of Canada-US issues on week one. The debate should outline the key issues from both sides (Canadian or American) and points of contention and present each side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome. MAXIMUM 5 MINUTES.
The presentation should highlight:
1. Key American and Canadian actors involved
2. Relevant context or history related to the issue
3. Claims and evidence put forward on both side
4. Likely or actual outcome of the issue and the trajectory of the relations moving forward

Only one group presentation will be allowed in-class per week. The remaining students will need to upload their presentation in an accessible and clear format (such as a powtoon, youtube or vimeo video) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark students must email a short (200 word) summary of their role in the debate preparation and execution, assessing their groups’ strengths and weaknesses to dbousifie@uwo.ca with the Title: ‘3210 Presentation Summary’.

CEL: 12.5% of final grade (maximum 15 students) A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in Canada-US issues. Students must submit an application in-class for the opportunity to participate and will be graded on their completion of the online-check in with the student success center, their successful completion of their placement and a short (750 word) reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would be great but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages).

Essay or Policy Analysis: 40% of final grade, due in class November 21, 2018.
Students will write a major research paper (A) or policy analysis (B) (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay/policy analysis topics should be chosen by week 8. In selecting a topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection requires a discussion with the instructor to determine the essay/policy topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to Canada-US relations, and will be unable to achieve full marks. Students must engage with at least one optional textbook (to be provided on week 1) to complete the assignment. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays/policy analyses submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.

A) Final paper requirements: The final draft of the paper should be 12 pages (3000 words) in length (excluding the bibliography) and must be presented in proper scholarly format. See the Criteria for
Evaluation of Written Assignments and the Essay Evaluation Checklist for a detailed description of the essay requirements.

B) Policy analysis requirements: Policy analysis is not a formal essay; it is an assessment and appraisal of an existing policy with recommendations and proposals based on evidence and a theoretical orientation (a fundamental belief in the way the world functions). The policy analysis should be 12 pages (with properly sourced and relevant info-graphics, charts or illustrations). A policy analysis should include the following components:
1. An executive summary: 200 words, with the purpose of the analysis on the first page. It should be clear and concise and summarize the entire policy analysis.
3. Background: contextualize the issue, state your interest in the issue, identify actors and discuss key elements of the issue. This should engage with the history and context of the issue for both Canada and the US as well as engaging with at least 2 of the suggested textbooks.
4. Policy options: a policy analysis should include three policy options moving forward. These options should anticipate opposition; outline the advantages and disadvantages as well as any factors impacting the implementation of the proposal. In other words, your policy options should address their feasibility and the most grounded perspective possible.
5. Policy recommendation: you must recommend one of the policy options and justify the choice without excessive equivocation. You should also propose a plan of implementation for your policy recommendation.
6. A list of references and sources used throughout the summary. Footnotes should also be used throughout the text.

The Department’s rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See ‘Criteria for Evaluation of Written Assignments’ below). Students must e-mail their final paper to dbousfie@uwo.ca with the heading “POL3 3210 FINAL Paper – Student Name - Student Number” and all papers may be processed by turnitin. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Final Exam: 27.5% of final course grade. To be held during the scheduled exam period. The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. Choice of answers and an exam preparation guide may be given.

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>Participation</td>
<td></td>
<td>Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one’s own knowledge, informed by exposure to information, concepts, theories and experience</td>
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<tr>
<td>Response Papers</td>
<td>Identify key themes and arguments in written work, synthesize arguments analytically into written form</td>
<td>Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one’s own knowledge; assess evidence critically;</td>
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<tr>
<td>Essay/Policy Analysis</td>
<td>Group Presentations</td>
<td>Exam</td>
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<tr>
<td>Ability to identify different methodological approaches; apply a specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue</td>
<td>Ability to identify different methodological approaches; apply a specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue</td>
<td>Critically assess each other’s arguments for validity in terms of Canada US relations; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about Canada US relations</td>
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<td>Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills</td>
<td>Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics</td>
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**Community Engaged Learning Outcomes**

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<tr>
<th>Values</th>
<th>Skills</th>
<th>Knowledge</th>
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<tr>
<td>Compare political platforms and articulate their own political values and involvement</td>
<td>Demonstrate intercultural competence and sensitivity and distinguish contexts through these principles are enacted</td>
<td>Recognize and describe specific local and social issues and explain governing structures and social policies that impact upon them</td>
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<td>Practice reflective thinking to connect CSL experience with course content and personal values</td>
<td>Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies</td>
<td>Describe composition of diverse populations and inequalities among those populations</td>
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<tr>
<td>Awareness of their own scope of practice, knowledge, and abilities</td>
<td>Apply content knowledge to real-world settings and contexts</td>
<td>Relate degree/discipline specific content to various fields of research, practice, and policy</td>
</tr>
<tr>
<td>Practice reflective thinking to connect CSL experience with course content and personal values</td>
<td>Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended outcomes</td>
<td>Identify factors that contribute to social/local issues and barriers to implementing change</td>
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<tr>
<td>Adapt oral and written communication and/or behavior to match unique audience/demographic</td>
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**Meeting the Requirements of the Assignment:** All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.
Non-medical and medical accommodation
Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (https://studentservices.uwo.ca/secure/index.cfm).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. 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.

Statement on Use of Electronic Devices
Electronic devices will not be allowed during tests and examinations.

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.

“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).”

Guidelines for Success in Class
Since there seldom are definitive answers to the questions we will be asking about Canadian-US relations, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

• Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week’s readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
• Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of relevant points and ideas. Online participation will be considered as well in participation marks.
• Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
• Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you
encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments
These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

*Helpful signs you are not developing analytical content:* Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

*Helpful signs your argument may be in trouble:* Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

*While different approaches work for different people, it is recommended that you try the following every time you have a written assignment:* after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud when you are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

General
All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Late Assignments - Formal Guidelines
Late papers will be accepted, but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Examinations
The final course examinations will be held during the regular examination periods. No substitute examinations will be given; therefore students should not make their travel plans until they know their examination schedules.

Reading Schedule

September 12 - Intro and Overview of Course

September 19 - Overview and Attitudes
- Norman Hillmer, Are Canadians Anti-American? Policy Options (July/August, 2006).
- John McDougall, Canada-U.S. Relations at the Turn of the Century, Ch. 2.
- Look over: NAFTA talks, Cannabis and the Canadian Economy

September 26 – NAFTA – Origins and Frameworks
- Weekly Issue: Cultural Protection: the CBC and Canadian Content

October 3 – How are policies coordinated?
- Weekly Issue: Dog whistle politics and race
October 17 – Leadership and Prime Minister-President Dynamics

- George Grant, Lament for a Nation: The defeat of Canadian Nationalism (Ottawa: Carleton University Press, 1965). Ch 1 and 2.
  Weekly Issue: North American Water Management

October 24 - Border Issues and Border Management

  Weekly Issue: refugees and immigration policy

October 31 - Religion and Politics in Canada and the US

  Weekly Issue: Canada-US-Israel dynamics

November 7 - Canada-US defence dynamics - Is Canada subject to American Imperialism?

  Weekly Issue: F-35’s and defence procurement

November 14 –Federalism, Healthcare and Social Welfare in North America

- McDougald, "Political integration in Europe and North America" Chapters 6 and 7.
  Weekly Issue: Mental health in North America

November 21 - The Politics of Race in the Anglosphere

- Walby, Kevin, and Jeffery Monaghan. “Haitian Paradox” or Dark Side of the Security-


Weekly Issue: Cyber threats and cooperation

November 28 - North American Energy Issues

- Weekly Issue: Tesla, Blockchain and Innovation

December 5 - Where is the Arctic and what kind of sovereignty is it? + exam review

- Weekly Issue: Dysfunction Theodicy and residential Schools
APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE

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

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

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

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:
• the use of somebody else’s clicker in class constitutes a scholastic offence,
• the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current Western Academic Calendar (http://www.westerncalendar.uwo.ca/)
"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

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

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

Academic Offences
"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf ."

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

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

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

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

Plagiarism

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

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

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

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

PLAGIARISM*

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

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

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

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

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

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

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

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

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

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

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.