

## Political Science 3365- Advanced Topics Global Political Economy<sup>i</sup>

<b>Course Title:</b>	Advanced Topics in Global Political Economy
<b>Day:</b>	Wednesday
<b>Time:</b>	10:30-12:30
<b>Location:</b>	SSC 3006

<b>Instructor:</b>	Dan Bousfield
<b>Office Hours:</b>	Monday 7:30-9:20AM, Wednesday 8:30-10:20AM
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<b>Twitter/Periscope</b>	@uwo_teach #P3365
<b>Facebook group</b>	<i>Optional</i>

### 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.

Recommended complimentary courses: POLS 2257: Global Political Economy, POLS 4418: The Politics of International Trade Law and Negotiation.

Anti-requisites: POLS 3357

### Introduction:

This course will help you critically assess the political perspectives on contemporary issues in global political economy. This course will help you explore the central debates between developed and developing countries as well as key issues, debates and topics. We will address a range of issues in global political economy including aid, trade, corporations, investment, food production and agricultural trade agreements. Drawing on this global political economy framework, this course will explore both theories and issues between developed and developing countries in the contemporary world. Students will be given the option to complete Community Service Learning (CSL) placement or projects that will allow these issues to be 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:

- Identify the implicit assumptions and ideas of key global political-economic theories
- Evaluate a specific debate between developed and developing countries
- Acquire a historical context of contemporary mechanisms of the global political economy
- Identify a specific political-economic issue and apply a critical framework to assess likely outcomes

## Course Materials

Recommended Texts: Available online or from the UWO library.

## Methods of Evaluation

Attendance – 10%	Participation 10%
Debate or CSL 12.5%	Essay 40% - Due March 27, 2019
Exam 27.5% - During Exam Period	

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](mailto: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 (i.e. Jan 9, 16, 23, 30; Feb 6, 13, 27; Mar 6, 13, 20, 27; April 3; 10). The subject line of the email MUST read "POLS 3365 Response Paper –Student Name - Student Number" or the assignment will not be marked.

Debate: 12.5% of final grade (or CSL see below)

Students must sign up for a presentation by January 16<sup>th</sup> or they forfeit their grade.

In teams of two ONLY, students should pick a specific case related to their area of interest from the list provided on week one. The debate should outline the key issues 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. The distinct developed countries and developing countries' actors involved
2. Relevant context (or history) related to the issue
3. Arguments put forward from the developed and developing countries' sides
4. Evidence in support of each side
5. Likely outcome and impact on the global political economy

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 [dbousfie@uwo.ca](mailto:dbousfie@uwo.ca) with the Title: '3365 Presentation Summary'.

CEL: 12.5% of final grade (maximum 15 students) A few students will have the option of participating in a Community Service Learning (CSL) opportunity with an offsite organization involved in international legal issues. Students must apply 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.

Essay: 40% of final grade, due in class.

Length: 3,000 words, typed and double spaced. Pages should be numbered, and the type font should be no smaller than 12 characters per inch (e.g. Arial 12). Drafts may be reviewed by the instructor up to March 27, 2019. After that date, no drafts will be reviewed.

Topics: Students choose their own essay topics, but such choices must be approved by the instructor either in-person or over e-mail. If you are thinking of pursuing further IPE studies, try to choose a topic that is unique that will differentiate yourself from others. The essay topics should deal with some aspect of global political economy, a specific issue or agreement (either historical or ongoing) and a clear perspective in the essay on why the topic matters given class discussion. The essay must have, as part of its introductory paragraph, a statement of its thesis (central argument) and a clear overview of the issues to be discussed in the paper.

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](mailto:dbousfie@uwo.ca) with the heading "POLS 3201 FINAL Paper –Student Name - Student Number" and all papers may be processed by turnitin.

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.

**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](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 global political economy, 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 we 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.

### 3365 SEMINAR TOPICS AND READINGS

Note: The schedule below is subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

#### (1) Week 1 January 7, 2018— Overview and Introduction

Readings: **Course Text:** Introduction

#### (2) Week 2 – Consumerism in the Global Political Economy

Background: <b>Course Text:</b> Chapter 1.
Hour 1: Developed Fraser, Nancy. "The end of progressive neoliberalism." <i>Dissent</i> 2 (2017). Sanders, Bernie. "An agenda to fight inequality." <i>The Lancet</i> 389.10077 (2017): 1376-1377. Murphy, Ryan. "The Rationality of Literal Tide Pod Consumption." (2018).
Hour 2: Developing Cano, Marta Blazquez, Stephen Doyle, and Yiyuan Zhang. "Do Fashion Blogs Influence Vintage Fashion Consumption? An Analysis from the Perspective of the Chinese Market." <i>Vintage Luxury Fashion</i> . Palgrave Macmillan, Cham, 2018. 167-183. Shen, Bin. "Sustainable fashion supply chain: Lessons from H&M." <i>Sustainability</i> 6.9 (2014): 6236-6249.
Case: <a href="#">Children as Consumers</a> – Pinkification
Debate topic: Are global gender products a new form of imperialism?

#### (3) Week 3 – Mercantilism, Industrialism and Finance

<b>Course Text:</b> Chapter 3
Hour 1: Developing Yi-Chong, Xu. "The political economy of sovereign wealth funds." <i>The political economy of sovereign wealth funds</i> . Palgrave Macmillan, London, 2010. 1-25. LeBaron, Genevieve, and Nicola Phillips. "States and the political economy of unfree labour." <i>New Political Economy</i> 24.1 (2019): 1-21.
Hour 2: Developed Elrod, Andrew. "Fully Automated Luxury Socialism: The Case for a New Public Sector." <i>Dissent</i> 65.1 (2018): 106-115. Parlow, Matthew J., and Anne-Louise Mittal. "Are the Green Bay Packers Socialists?" <i>Va. Sports &amp; Ent. LJ</i> 14 (2014): 165.
Case: <a href="#">Private Government: How Employers Rule Our Lives - Anderson</a>
Debate topic: Should corporations be the site of struggle for gender equity?

#### (4) Week 4 – States and Markets

<b>Course Text:</b> Chapter 4
Hour 1: Developed <b>Course Text:</b> Introduction to Part 2 Strange, Susan. <i>States and markets</i> . Bloomsbury Publishing, 2015. Ch 8. Trade. Perez, Michelle Salazar, and Gaile S. Cannella. "Disaster capitalism as neoliberal instrument for the construction of early childhood education/care policy: Charter schools in post-Katrina New Orleans." <i>International Critical Childhood Policy Studies Journal</i> 4.1 (2011): 47-68.
Hour 2: Developing

Roy, Ananya, and Aihwa Ong, eds. *Worlding cities: Asian experiments and the art of being global*. Vol. 42. John Wiley & Sons, 2011.

True, Jacqui. *The political economy of violence against women*. Oxford University Press, 2012. Ch 1.

Comaroff, Jean, and John L. Comaroff. "Occult economies and the violence of abstraction: notes from the South African postcolony." *American ethnologist* 26.2 (1999): 279-303.

Case: [Global Femicide](#)

Debate topic: Is toxic masculinity reinforced by the nation state?

#### (5) Week 5 – Gender, Migration and Reproduction

**Course Text:** Chapter 5

Hour 1: Developed

Jennings, Kathleen M. "Unintended consequences of intimacy: political economies of peacekeeping and sex tourism." *International Peacekeeping* 17.2 (2010): 229-243.

Uteng, Tanu Priya, and Tim Cresswell. "Gendered mobilities: towards an holistic understanding." *Gendered mobilities*. Routledge, 2016. 15-26.

Hour 2: Developing

LeBaron, Genevieve. "25. Women and unfree labour in the global political economy." *Handbook on the International Political Economy of Gender* (2018): 353.

Kofman, Eleonore, and Parvati Raghuram. *Gendered migrations and global social reproduction*. Springer, 2015. Ch 4.

Kempadoo, Kamala. "Prostitution and Sex Work Studies." in Essed, Philomena, David Theo Goldberg, and Audrey Kobayashi, eds. *A companion to gender studies*. John Wiley & Sons, 2009. or O'Connell Davidson, Julia. "Let's go outside: bodies, prostitutes, slaves and worker citizens." *Citizenship Studies* 18.5 (2014): 516-532.

Case: [Politics of Slums](#)

Debate: The state should have a central role in fertility management?

#### (6) Week 6 – Hunger, Poverty and Development

**Course Text:** Chapter 6

Hour 1: Developed

Scott-Smith, Tom. "Humanitarian neophilia: the 'innovation turn' and its implications." *Third World Quarterly* 37.12 (2016): 2229-2251.

Nel-lo, Oriol, and Renata Mele, eds. *Cities in the 21st Century*. Routledge, 2016. Chapter 2.

Hour2: Developing

Kothari, Uma, ed. *A radical history of development studies: Individuals, institutions and ideologies*. Zed Books Ltd., 2016. Ch 1.

Emma Mawdsley (2012) *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*. London: Zed Books, Chapter 1.

Case: [Privatization of aid](#)

Debate: Does prohibition in a market-based system creates new informal markets?

#### (7) Week 7 - the Global Financial System

Hour 1: Developed

Grabel, Ilene, and Kevin P. Gallagher. "Capital controls and the global financial crisis: An introduction." (2015): 1-6.

Kirshner, Jonathan. "Keynes, capital mobility and the crisis of embedded liberalism." *Review of International Political Economy* 6.3 (1999): 313-337.

Hour 2: Developing Strange, Susan. Casino capitalism: with an introduction by Matthew Watson. Oxford University Press, 2015. Chapter 1. Keen, Steve. 2001. Debunking Economics. The Naked Emperor of the Social Sciences. Annandale and London: Pluto Press Australia and Zed Books. Ch. 10, 'The Price is Not Right,' pp. 214-240
Case: <a href="#">Tax Havens</a>
Debate: Who should be responsible for regulating market actors?

(8) Week 8 – Health and disease

<b>Course Text:</b> Ch 8
Hour 1: Developed Evans, Robert G. "A New Paradigm for Health Economics? We Have Three Already!." Nordic Journal of Health Economics 1.1 (2012).
Hour 2: Developing Swinburn, Boyd, et al. "Strengthening of accountability systems to create healthy food environments and reduce global obesity." The Lancet 385.9986 (2015): 2534-2545.
Case: <a href="#">Tobacco</a>

(9) Week 9 Innovation and Intellectual Property

Hour 1: Developed Böhme, Rainer, et al. "Bitcoin: Economics, technology, and governance." The Journal of Economic Perspectives 29.2 (2015): 213-238. Dyer-Witford, Nick. Cyber-proletariat: Global labour in the digital vortex. Between the Lines, 2015. Ch 1.
Hour 2: Developing McGowan, Michael J. "The rise of computerized high frequency trading: use and controversy." Duke L. & Tech. Rev. (2010) Clapp, Jennifer, and Eric Helleiner. "Troubled futures? The global food crisis and the politics of agricultural derivatives regulation." Review of International Political Economy 19.2 (2012): 181-207.
Case: <a href="#">Blockchain</a>
Debate: Are crypto currencies inherently speculative?

Week 10 – Global Crisis and Collapse

Hour 1: Developed Gill, Stephen, ed. 2015. Critical Perspectives on the Crisis of Global Governance: Reimagining the Future. Palgrave Macmillan. Ch 1,2. Theimann, Matthias (2014) "In the Shadow of Basel: How Competitive Politics Bred the Crisis," Review of International Political Economy 21(6), 1203-39,
Hour 2: Developing Castles, Stephen. "Migration, crisis, and the global labour market." Globalizations 8.3 (2011): 311-324.
Case: <a href="#">Puerto Rico</a>
Debate: Should states be able to declare bankruptcy?

Week 11 – Taxation and 'Bottom Up' Political economy

<b>Course Text:</b> Chapters 10, 11
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Hour 1: Developed

Di Muzio, Tim, and Tom Mills. "The 1% and the Rest of Us--An Interview with Tim Di Muzio." *New Left Project* (2015).

Hour 2: Developing

Boatca, Manuela, Andrea Komlosy, and Hans-Heinrich Nolte. "'Creative Destruction' From a World-Systems Perspective: Billionaires and the Great Recession of 2008." *Global Inequalities in World-Systems Perspective*. Routledge, 2017. 110-132.

Case: [Trickle down economics](#)

Debate: To what extent do elites need laboring bodies?

Week 12 – Growth, Austerity and Debt Crises

**Course Text:** Chapter 13.

Exam review

**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](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

**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.

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<sup>1</sup> Portions of this course outline have drawn on the course outlines, advice and insights of Isabella Bakker, J. Marshall Beier, Stephen Burgess-Whiting, Malcolm Campbell-Verduyn, H. McKeen-Edwards, Srdjan Vucetic and John Kirton. All courtesies and thanks are given to these authors