

Fall 2018
Social Diversity, Gender and the Law
The University of Western Ontario
POL4203F

Professor: Dr. David Hoogenboom
Time: Tuesday 11:30 a.m.-1:30 p.m.
Classroom: SSC 4103

Office: SSC 4134
Email: dhoogen2@uwo.ca
Office Hours: Tuesday 1:30-2:30 p.m.

Prerequisite(s): POL2230E
Antirequisite(s): None

IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have **not** taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be **ineligible** for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

COURSE DESCRIPTION:

From religious minorities and Aboriginal peoples to feminists and gays and lesbians, Canadian social groups contend that group-differentiated rights and group-sensitive legal and constitutional interpretations are a necessary condition of equality. While the Canadian state has responded with group-specific provisions in the *Charter* and Constitution, as well an official policy of multiculturalism, social groups continue to press for legal concessions and the expansion of their rights. This course will examine the relationship between Canadian social groups and the law to assess how social groups employ the legal system in pursuit of equality and how they challenge laws that fail to attend to social group differences. Additionally, this course will examine how the differences that cut across social groups complicate the legal accommodation of 'group' differences. By assessing the legal claims of a number of social groups, this course will examine legal responses to questions of social diversity, the limits of law in addressing group-based inequalities and the effects that legal responses to social diversity can have on the most

vulnerable members of social groups (often women).

Course Materials

Many of the readings are available electronically. Those that are not available electronically are marked with a *. All legal cases can be accessed using web links found in the weekly folders in the course web site.

The text of the *Canadian Charter of Rights and Freedoms* can be found at: <http://laws-lois.justice.gc.ca/eng/const/page-15.html>

Legal decisions of the Supreme Court of Canada are available electronically at: <http://scc.lexum.org/decisia-scc-csc/scc-csc/en/nav.do>

Lower court decisions are available electronically through the Canadian Legal Information Institute at: <http://www.canlii.org/en/index.php>

Evaluation

Participation 30%

Presentation 15%

Critical Commentary Paper 20%

Essay Proposal 5%

Research Essay 30%

Participation

Participation grades are based on participation in class and tutorial discussions and activities. Students are expected to attend class and tutorial having completed all of the required readings (please consult page 10 for more information regarding participation).

Presentation

Each week, one or two students will present and critique the central arguments of the week's readings. Each presentation should be approximately 20 minutes in length, and must include a one-page, single-sided handout which includes the main points of the readings and at least 3 discussion questions. As the presentation is expected to be a joint project between the students involved, all students in the group will receive the same grade. The presenters are welcome to provide additional resources, case studies, etc. to help stimulate discussion in class.

Critical Commentary Papers

Students are required to write one **critical** commentary paper. The paper should be 5-6 pages, 12 pt. times new roman. The purpose of the paper is to encourage students to familiarize themselves with academic writing and argumentation. The purpose of the assignment is to summarize AND critique the arguments of the assigned readings. The assignment requires students to accomplish the following:

1. Provide a **brief summary** (i.e. around 1 page) of the main arguments of the paper.
2. Identify the important questions or issues identified by the author(s).
3. Highlight any assumptions the author(s) makes and the facts they use to support their claims.
4. Discuss whether or not the article is compelling and any gaps in the author(s) argument.
5. Provide your own thoughts on the issues covered and provide one theoretical or empirical question that arises from the article.

The article you will respond to will be posted to the class OWL site in the first few weeks of the course.

*****DUE DATE FOR CRITICAL COMMENTARY PAPERS:** A hard copy of your Critical Commentary Paper is due at the beginning of class on **October 16, 2018**.

Essay Proposal

Students are required to submit a research proposal outlining a topic and preliminary thesis statement due **November 13, 2018**. The essay proposal is meant to assist students in developing and framing their research topics through some preliminary research. Completing a proposal ensures that students are provided with some early feedback on their topic and preliminary work.

Essay

Students are required to write a research paper of approximately 15 pages, 12 pt. times new roman. Due date: **December 04, 2018**.

Students are expected to write an argumentative essay, which examines some aspect of social diversity and/or gender covered in the class material. Students must put forth a clear argument, backed by coherent reasoning and high-quality research. Students should make mention of important counter-arguments to their own claims, though this need not be a major aspect of your analysis.

The essays should rely on independent research outside of the assigned course material. Greater weight should be given to resources such as books, academic/research journals and government documents. Good quality newspapers and Internet resources will also be acceptable if you have made use of a few quality books and academic/research journals. It is highly recommended that you do not cite your textbook. Students are encouraged to make use of the Western and Brescia Libraries' resources. Besides the course instructor, librarians could be consulted for help.

The late penalty is 10% per week. Please note that a hard copy of the assignment must be submitted at the beginning of class on December 04, 2018.

*****Important Notes Regarding the Essay:**

Citations

You must identify all quotations, references, and other people's ideas in the notes/footnotes. If you do not use any footnotes/endnotes, a penalty of -25% will be imposed.

Bibliography or Works Cited

You must attach a Bibliography or Works Cited. Another -10% penalty will be imposed if you do not do so. You must have a minimum of four academic sources (consult a librarian for clarification on what counts as an academic source (e.g. newspapers, magazines, encyclopedias, do not count). Failure to include at least four academic sources will result in a grade of "F". The highest grades in this course typically go to students that consult a large number of high- quality source materials. The use of more than eight sources is highly recommended.

Spelling and Typing Errors

If there are excessive spelling errors or typos in the essay (i.e. more than 15), a penalty of (-) 10% will be applied.

Style Guide

Students are required to use Chicago Style formatting for all assignments, and marks will be deducted for improper formatting. Please consult a writer's handbook when composing your essays in order to see how to format things like bibliography and footnotes. One such excellent handbook is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007). A useful link may be found at the following url: http://www.chicagomanualofstyle.org/tools_citationguide.html

Turnitin

All assignments are 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>).

Assignments can be submitted to turnitin.com through OWL. Note that assignments have not been submitted "on time" unless they have been submitted to turnitin.com *prior* to being submitted in hard copy form at seminar.

Extensions

Extensions are not given. However, when there are genuine and unavoidable family or medical circumstances, students may seek academic accommodation, as detailed below. If you fail to

hand in an assignment but are pursuing academic accommodation, please advise your Professor of this fact.

Academic Accommodation

If a situation should arise where a student requires accommodation because of a medical or personal issue, the student should visit his or her faculty's Academic Counselling office so that an academic counsellor can make a recommendation for academic accommodation to the student's Professor(s).

This procedure means that you do not provide your instructor with any details of your situation. It is your responsibility to speak with a counsellor as soon as possible after an issue arises. Academic accommodation ONLY will be provided if you speak with an Academic Counsellor and provide them with documentation of your issue, and if the issue is brought to their attention in a timely fashion.

Academic Counselling **for the Faculty of Social Sciences** is located at SSC 2105
Telephone: 519 661-2011
Recorded information: 519 661-2052
Fax: 519 661-3384
Email: ssaco@uwo.ca

Medical Illness

Please be aware that the policies regarding medical documentation have changed. The following is an excerpt from the Policy on Accommodation for Medical Illness.

Undergraduate Students

Documentation from Family Physicians and Walk-In Clinics

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf

Hard copies are available from Academic Counselling in the Faculties.

Documentation from Student Health Services

Students obtaining documentation from Student Health Services should sign a "release of information." This form authorizes Student Health Services to provide information to the student's home Faculty. Release of information forms are available from, and can be arranged through, the student's home Faculty Academic Counselling service.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at

the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

Email

The Professor will respond to email and will do his best to reply within 48 hours. Emails sent on the weekend will be answered on Monday. Do note that university policy precludes Professors from responding to email messages that were not sent from a UWO email account.

Etiquette

Discussion and debate is an important component in an online course. However, at times, the course deals with sensitive and controversial topics. Therefore, our interactions in each forum must be guided by an ethic of respect.

Electronics

Electronics are increasingly an important component in learning. Therefore, laptop use is permitted as long as it does not disrupt the learning experience of other students. Disruptive behavior will be dealt with on a case-by-case basis and may result in the suspension of laptop privileges.

Class Schedule

September 11

Introduction to the Course

September 18

Social Group Differences: Assimilation or Accommodation and the Difference Dilemma

*Young, Iris Marion. "Social Movements and the Politics of Difference." In *Justice and the Politics of Difference*, **156-75 only**. Princeton, New Jersey: Princeton University Press, 1990.

*Minow, Martha. *Making All the Difference: Inclusion, Exclusion, and American Law*. Ithaca: Cornell University Press, 1990. (**19-23 and 49-53 only**).

*Barry, Brian. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, Massachusetts: Harvard University Press, 2001. (**63-76 and 90-8 only**).

September 25

Anti-essentialism and Intersectionality

Grillo, Trina. "Anti-Essentialism and Intersectionality: Tools to Dismantle the Master's House." *Berkeley Women's Law Journal* 10 (1995): 16-30. (**16-22 only**).

Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *The University of Chicago Legal Forum* (1989): 139-67. (**139-43 only**).

Crisp, Catherine. "White and Lesbian: Intersections of Privilege and Oppression." *Journal of Lesbian Studies* 18 (2014): 106-117. (**106-110 only**).

*Razack, Sherene H. "Gendered Racial Violence and Spacialized Justice: The Murder of Pamela George." In *Race, Space, and the Law: Unmapping a White Settler Society*, ed. Sherene H. Razack, 121-156. Toronto: Between the Lines, 2002. (123-8; 136-45; 150-56 only).

*Williams, Toni. "Intersectionality Analysis in the Sentencing of Aboriginal Women in Canada. What Difference Does it Make?" In *Intersectionality and Beyond: Law, Power and the Politics of Location*, ed. Emily Graham, Davina Cooper, Jane Krishnadas and Didi Herman, 79-104. New York: Routledge-Cavendish, 2009.

October 2

Women: The Utility of Rights

MacKinnon, Catharine A. "Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence." *Signs* 8, no. 4 (1983): 635-58.

*Schneider, Elizabeth M. "The Dialectic of Rights and Politics: Perspectives from the Women's Movement." In *Feminist Legal Theory: Foundations*, ed. D. Kelly Weisberg, 507-26. Philadelphia: Temple University Press, 1993.

*Williams, Patricia J. "Alchemical Notes: Reconstructing Ideals from Deconstructed Rights." In *Feminist Legal Theory: Foundations*, ed. D. Kelly Weisberg, 496-506. Philadelphia: Temple University Press, 1993.

October 09

Fall Reading Week

October 16 **CRITICAL COMMENTARY PAPER DUE

Socioeconomic Class

*Langston, Donna. "Tired of Playing Monopoly?" In *Race, Class and Gender: An Anthology*, 3d ed., ed. Margaret Andersen and Patricia Hill Collins, 126-36. Belmont, California: International Thomson Wadsworth, 1998.

*Brodsky, Gwen. "The Subversion of Human Rights by Governments in Canada." In *Poverty: Rights, Social Citizenship, and Legal Activism*, ed. Margot Young, Susan B. Boyd, Gwen Brodsky and Shelagh Day, 355-72. Vancouver: UBC Press, 2007.

Brodsky, Gwen, and Shelagh Day. "Beyond the Social and Economic Rights Debate: Substantive Equality Speaks to Poverty." *Canadian Journal of Women and the Law* 14 (2002): 184-219.

Gosselin v. Quebec (Attorney General), [2002] 4 S.C.R. 429 (S.C.C.).

**abbreviated version available in course web site.

October 23

Gays and Lesbians: Rights Claiming

Majury, Diana. "Refashioning the Unfashionable: Claiming Lesbian Identities in the Legal Context." *Canadian Journal of Women and the Law* 7 (1994): 286-317.

Robson, Ruthann. "Lesbian Jurisprudence?" *Law and Inequality* 8 (1989-1990): 443-468. **(443-51 and 464-68 only)**.

Hartman, Julie E. "Another Kind of Chilly Climate": The Effects of Lesbian Separation on Bisexual Women's Identity and Community." *Journal of Bisexuality* 5, no. 4 (2005): 63-76.

Rehaag, Sean. "Patrolling the Borders of Sexual Orientation: Bisexual Refugee Claims in Canada." *McGill Law Journal* 53 (2008): 59-102. **(59-80; 84-90 only)**

October 30

Transgendered and Transsexual Individuals

Jeffreys, Sheila. "Transgender Activism: A Lesbian Feminist Perspective." *Journal of Lesbian Studies* 1, no.3/4 (1997): 55-74. **(55-9; 63-4; 66-7 only)**

*Wilchins, Riki. "Deconstructing Trans." In *GenderQueer: Voices from Beyond the Sexual Binary*, ed. Joan Nestle, Clare Howell, and Riki Wilchins, 55-63. New York: Alyson Books, 2002.

*Minter, Shannon Price. "Do Transsexuals Dream of Gay Rights? Getting Real about Transgender Inclusion." In *Transgender Rights*, ed. Paisely Currah, Richard M. Juang and Shannon Price Minter, 141-170. Minneapolis: University of Minnesota Press, 2006. **(141-44; 147-50; 153-59 only)**

*Spade, Dean. "Trans Law and Politics on a Neoliberal Landscape." In *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, New York: South End Press, 2011.

November 6

Judicial Impartiality and Contextualized Judging

R. v. S.(R.D.), [1997] 3 S.C.R. 484 (S.C.C.)

**link available in course web site.

*Martin, Robert Ivan. "Philosopher Kings and Queens." In *The Most Dangerous Branch: How the Supreme Court of Canada Has Undermined Our Law and Our Democracy*. Montreal and Kingston: McGill-Queen's University Press, 2003. **(77-80 and bottom of 90-94 only)**

Backhouse, Constance. "Bias in Canadian Law: A Lopsided Precipice." *Canadian Journal of Women and the Law* 10 (1998): 170-83.

Burey, April. "No Dichotomies: Reflections on Equality for African Canadians in *R. v. R.D.S.*" *Dalhousie Law Journal* 21, no. 1 (1998): 199-218.

Ipp, David. "Judicial Impartiality and Judicial Neutrality: Is there a Difference?" *Australian Bar Review* 119 (2000): 212-222.

November 13 **ESSAY PROPOSAL DUE
Ethnocultural Groups (Cultural Autonomy v. Gender Equality)

*Kymlicka, Will. "Freedom and Culture." In *Multicultural Citizenship*. Oxford: Clarendon Press, 1995. **(75-95 only)**.

*Okin, Susan Moller. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women?* ed. Joshua Cohen, Matthew Howard and Martha C. Nussbaum, 9-24. New Jersey: Princeton University Press, 1999.

Lawrence, Sonia N. "Cultural (in)Sensitivity: The Dangers of a Simplistic Approach to Culture in the Courtroom." *Canadian Women of Journal and the Law* 13, no. 1 (2001): 107-36.

The Queen v. GJ, [2005] NTCCA 20 (Court of Criminal Appeal of the Northern Territory). **(paras. 2-5 and 9-38 only)**.

**link available in course web site (Australian case).

November 20
Cultural Defences at Law

Coleman, Dorianne Lambelet. "Individualizing Justice Through Multiculturalism: The Liberals' Dilemma." *Columbia Law Review* 96, no. 5 (1996): 1093-1167. **(1093-1150 and 1155-1166 only)**.

Volpp, Leti. "Blaming Culture for Bad Behavior." *Yale Journal of Law and the Humanities*. 12 (2000): 89-116. **(89-99 and 104-106 only)**

R. v. Thibert, [1996] 1 S.C.R. 37.

**link available in course web site.

R. v. Tran, [2008] 9 W.W.R. 431 (Alta. C.A.). **(Paragraphs 20-33 and 50-70 only).**

**link available in course web site.

November 27

Indigenous Peoples and Gender

Turpel, Mary Ellen. "Aboriginal Peoples and the Canadian *Charter*: Interpretive Monopolies, Cultural Differences." *Canadian Human Rights Yearbook* 6 (1989-1990): 3-45.

Ladner, Kiera. "Colonialism Isn't the Only Obstacle: Indigenous Peoples and Multilevel Governance in Canada." Paper delivered at the Annual Meeting of the Canadian Political Science Association, Ottawa, Ontario, 27-29 May 2009.

**link available in course web site.

Dick, Caroline. "The Politics of Intragroup Difference: First Nations' Women and the *Sawridge* Dispute." *Canadian Journal of Political Science* 39, no. 1 (March 2006): 97-116.

December 4 **RESEARCH ESSAY DUE

PARTICIPATION

Participation may take many forms. Throughout this course, you will be asked to participate in a number of different ways, including participation in discussions, and debates. Critical to all of this, of course, is attendance—you can't participate if you're not here!!

Participation Grading Guide

Grade	Attendance	Discussion	Reading
10	Always	Excellent: 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	Almost always	Very Good: 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
6	Frequent	Good: 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
4	Occasional	Somewhat Poor: 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
0-2	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

ESSAYS

Grading Grid

Argument	
Organization of the Essay	
Quality of evidence	
Communication Skills	
Use of quotations and footnotes	

Other Comments	
Grade	

**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.