

**Transitional Justice 3001G/
Political Science 3001G
Studies in Transitional Justice and Post-Conflict Reconstruction**

Winter Term 2019
Wednesdays 1:30-4:30
Location: University College 1225

Instructor: Dr. Joanna R. Quinn
Office Location: SSC 4158
Office Hours: Wednesday 9:00-10:30
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Course Description

This course explores issues inherent to regions facing the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule, with an emphasis on questions of justice and post-conflict reconstruction. Students will examine specific cases of recent attempts to establish just responses to conflict within affected communities.

Course Materials

The field of transitional justice and post-conflict reconstruction is so new that no textbook exists that will give us a proper overview of the field. As such, there is no assigned textbook, *per se*. Instead, we will undertake a survey of the literature, reading book chapters, journal articles, and technical reports that have been written about different aspects of the discipline.

Some of the readings have been posted to OWL under the “Resources” tab.

Other readings are available as e-books and in e-journals through the Western Libraries system. You are responsible for obtaining them yourself.

Important Notice re: Prerequisites/Antirequisites

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.

How to think about this course

This course is designed to reinforce ideas and theories in the field of transitional justice and post-conflict reconstruction, by tracing the contours of what scholars are thinking about, by outlining the major debates and issues currently underway, and by setting out the major themes and approaches of the field.

The assignments and your evaluation in this course are designed to help you develop your critical thinking skills in ways that relate to your interests in specific areas or theories in the field of transitional justice and post-conflict reconstruction. We will cover a range of debates and issues, and while you may not agree with all of them, you should be able to discuss all of them intelligently. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

It is also important to note that the field of transitional justice and post-conflict reconstruction is interdisciplinary, by its very nature. Your colleagues in this class come from different scholarly traditions and disciplines. This presents us with an exciting opportunity to look at different issues and events through the eyes of all of those traditions and disciplines. Sometimes this might mean that your colleagues seem to be speaking a foreign language! But if we take the time to listen, we can learn a lot from those other perspectives.

Objectives

This course has three main objectives:

First, this course is designed to reinforce students' knowledge of the important theories, perspectives and issues that shape the context and nature of the field of transitional justice and post-conflict reconstruction. This body of ideas will continue to add to students' foundation in the field for any future interests and research in this area and establish a comparative basis for further study.

Second, the assignments in this course are designed to help students further develop critical thinking skills. These skills will be applied to specific issues and case studies in transitional justice and post-conflict reconstruction.

Third, the course aims to help students appreciate how power, culture and history condition and influence how you understand particular issues and events. These questions are of real consequence to the field of transitional justice and post-conflict reconstruction, but also to an understanding of the world in which we live.

By the end of the course students should be able to:

1. Discuss different approaches to transitional justice and post-conflict reconstruction
2. Describe the key components of the field
3. Evaluate the effectiveness of a transitional justice and post-conflict reconstruction response
4. Discuss a current transitional justice and post-conflict reconstruction issue in historical context
5. Analyze a current policy and political issues in transitional justice and post-conflict reconstruction

Course Content Note

The field of transitional justice and post-conflict reconstruction deals with disturbing events like war crimes, crimes against humanity, and genocide, and sometimes we will be discussing historical events that some students may find troubling. If you think specific material could be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. And if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome these discussions as an appropriate part of our scholarly work.

If you ever feel the need to step out of the classroom during a class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Non-medical and Medical accommodation

Western University requires documentation from the medical community for students who require academic accommodation due to medical illness—even accommodation for medical illness of work worth less than 10% of the total course grade. Students are required to have their physician or health care provider fill out the Student Medical Certificate. Medical certificates will only be considered for students seriously affected by illness, who can not reasonably be expected to meet his/her academic responsibilities. Medical certificates may NOT be issued for minor illness like colds, non-acute vomiting or diarrhea, menstrual cramps, insomnia or for past illnesses.

If the requested accommodation is related to a death in the family, please see your Academic Counsellor directly.

Non-medical absences from lectures and tutorials will be noted. Absences will affect students' performance in the course. In particular, participation grades will be affected, since a student cannot "participate" if they miss a class; therefore, no participation grade may be earned on a day that a student is absent. The same is true of weekly reflections. If a student misses a midterm or final exam for non-medical reasons, accommodation must be sought and obtained from Academic Counselling, or else the student will receive a grade of zero. Late essays will be subject to a penalty of 10% per day unless accommodation is granted by Academic Counselling.

If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

For further information, please see the Policy on Accommodation for Medical Illness at <https://studentservices.uwo.ca/secure/index.cfm>.

Methods of Evaluation

Weekly Critical Reflections (10 @ 3 marks)	30%
Participation	15%
Presentation	10%
Essay (due February 13)	25%
Advocacy Assignment (March 27)	20%

- Weekly Critical Reflections (30%)

For 10 weeks, at the beginning of class, students will submit a 500-word response to a question related to that week's topic. The instructor will provide the question to be answered at the end of the previous week's class. Students must answer that question, using material from each of the readings. The student's name and student number must be clearly visible on the top right corner of the assignment. Each critical reflection will be worth 3% of the student's final grade.

Critical reflections will be due on the following dates:

- January 16
- January 23
- January 30
- February 6
- February 27
- March 6
- March 13
- March 20
- April 3
- April 10

- Participation (15%)

This assessment will be based on regular contributions to the class discussion, reflecting some grasp of the relevant materials and some analytical abilities in applying those materials in the discussion. This is not an attendance mark; you will be evaluated on your in-class discussion and participation. Students should consult the handout "Student Participation" on page 11, below, for criteria.

- Presentation (10%)

Each week, one or two students will present the main points and arguments pertaining to that week's case study, and also relating to that week's main theme, to the class; whether there are one or two presenters, there will only be one presentation that week. Each week's presentation should be approximately 20 minutes in length, and must include a one-page, single-sided hand-out for students in the class as well as questions for discussion. As the presentation is expected to be a joint project between the students involved, all students in the group will receive the same grade.

- Essay (25%)

You will be required to write one essay of 2250-2500 words (excluding footnotes and bibliography), presented as typed, double-spaced pages, using 12-point Times New Roman font with one-inch margins. The topic of the paper must be selected in consultation with, and with the approval of, the instructor.

Late Penalty

The completed paper must be submitted **at the beginning of class on February 13. A late penalty of 10% per day will be applied to papers submitted at any point after the class begins on February 13.**

Turnitin

Essays must be submitted to Turnitin.com, using the "Assignments" link on OWL, *prior to the start of class* on February 13.

Citation Style

Citations **must** be formatted using Chicago-style footnotes, **not in-text citations**. Students are advised to consult a writer's handbook when composing their essays in order to see how to format things like bibliography and footnotes. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url:
<http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Spelling and Grammatical Errors

Grammatical, spelling and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

Bibliography

You must attach a Bibliography to your essay. Your bibliography must include a minimum of four academic sources (consult a librarian for clarification on what counts as an academic source (e.g. newspapers, magazines, and 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. Consulting more than six sources is highly recommended.

- Advocacy Assignment (20%)

On March 27, students will prepare a 1000-word brief to Amnesty International on the crisis in Yemen. In their capacity as scholars of the subject of transitional justice and post-conflict reconstruction, students are expected to draw on the lessons learned throughout the term, and, using examples from each of the cases studied in class, to make a forceful argument for what should be done in the on-going crisis in Yemen. At the end of the assignment, students may choose to send their assignment to Amnesty International. Students will tailor their assignment to a question posed by the instructor on the day of the assignment.

Turnitin

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

Attendance

A student who, in the opinion of the instructor, is absent too frequently from class will be reported to the Dean of the Faculty of Social Science after due warning has been given.

Completion of Course Components

Students who fail to complete all evaluation components of the course without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

Etiquette

Discussion and debate is an important component of this course. However, at times, we will be dealing with sensitive and controversial topics. Therefore, our interactions in each forum must be guided by an ethic of respect. Uncivil, disrespectful, abusive or other inappropriate behaviour will not be tolerated. This includes the respectful use of electronics, as detailed below.

Electronics

Electronics are increasingly an important component of the learning process. But the scholarly literature is quite clear that laptops distract from learning, both for users and for those around them. The use of electronics also undermines learning in classrooms and hurt productivity in seminars. As such:

- Computer/laptop/netbook (and similar technologies) use will not be permitted to be used in class.
- All cellphones (and similar technologies) must be turned off, or set to silent 'vibration' mode during the duration of the class. The instructor reserves the right to ensure that you are not text-messaging, surfing the internet, or distracting any students; spot-checks may be conducted during class time.
- No digital taping (either voice or image) of the lectures is allowed.
- Disruptive behavior will be dealt with on a case-by-case basis.

Academic Dishonesty

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad.

Students are also advised to utilize the Library's tools on plagiarism:

<http://www.lib.uwo.ca/tutorials/plagiarism/index.html>

Students with Disabilities

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at ssc@sdc.uwo.ca, or on the web at <http://www.sdc.uwo.ca/ssd/>

Mental/Emotional Distress

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.

Other Resources

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at exams@sdc.uwo.ca, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at dbwref@lib.uwo.ca, or on the web at <http://www.lib.uwo.ca/weldon/#>.

Course Outline by Topic

January 9 **Introduction**

January 16 **South Africa**

Anthony Lemon and Roddy Fox, "Consolidating Democracy in South Africa: The second open election," *Area*, 32.3 (Sep. 2000): 337-344.

Daniel de Kadt, Evan Lieberman, and Philip Martin, "South Africa's Healthy Democracy: Why Zuma's Resignation Is a Good Sign," *Foreign Affairs* (20 Feb. 2018).

January 23 **Colombia**

Sergio Jaramillo, Yaneth Giha and Paula Torres, *Transitional Justice and DDR: The Case of Colombia*, International Center for Transitional Justice, June 2009; available from <https://www.ictj.org/publication/transitional-justice-and-ddr-case-colombia-case-study>.

Kimberly Theidon, "Transitional Subjects: The Demobilization, Demilitarization and Reintegration of Former Combatants in Colombia," *International Journal of Transitional Justice* 1.1 (2007): 66-90.

**** In the first hour of class, we will host the first in the TJ Speakers' Series:**

Allison Cordoba, "Symbolic and Material Justice: The Case of Displaced Persons in Chocó, Colombia"

January 30 **Rwanda**

Roméo Dallaire, *Shake Hands with the Devil* (Toronto: Random House Canada, 2003), chapters 3 and 4.

United Nations Department of Peacekeeping Operations and Department of Field Support, "Capstone Doctrine: UN Peacekeeping Operations: Principles and Guidelines," (2008), 1-58; available from https://peacekeeping.un.org/sites/default/files/capstone_eng_0.pdf.

February 6 **South America**

Naomi Roht-Arriaza, "Reparations Decisions and Dilemmas," *Hastings International and Comparative Law Review* 27.2 (2003-2004): 157-220.

Ruth Rubio-Marín and Pablo de Greiff, "Women and Reparations," *International Journal of Transitional Justice* 1.3 (2007): 318-337.

February 13 **Uganda**

Joanna R. Quinn, "Constraints: The Un-Doing of the Ugandan Truth Commission," *Human Rights Quarterly*, 26.2 (May 2004): 401-427.

Tristan Ann Borer, "Truth Telling as a Peace-Building Activity," in *Telling the Truths: Truth Telling and Peace Building*, ed. Tristan Ann Borer (Notre Dame, Indiana: Notre Dame University Press, 2006), 1-58.

February 20 **Reading Week**

February 27 **Democratic Republic of Congo**

Coalition for the International Criminal Court, "Thomas Lubanga Dyilo," available from www.coalitionfortheicc.org/cases/thomas-lubanga-dyilo, (read all drop down menu pieces).

Jim Freedman, *A Conviction in Question: The first trial at the International Criminal Court* (Toronto: University of Toronto Press, 2017), chapters 5 and 6.

*** In the first hour of class, we will host the second in the TJ Speakers' Series:
Ryan Liss, "Limits of Sovereignty: Rethinking International Criminal Justice"*

March 6 **Guatemala**

Michael K. Steinberg and Matthew J. Taylor, "Public Memory and Political Power in Guatemala's Postconflict Landscape," *Geographical Review* 93.4 (2003): 449-468.

Judy Barsalou and Victoria Baxter, "The Urge to Remember: The Role of Memorials in Social Reconstruction and Transitional Justice," United States Institute of Peace, Stabilization and Reconstruction Series No. 5, January 2007; available from <https://www.usip.org/sites/default/files/srs5.pdf>.

*** In the first hour of class, we will host the second in the TJ Speakers' Series:
Alison Crosby, "Beyond repair? Mayan women's protagonism in the aftermath of genocidal harm"*

March 13

Canada

“Statement of apology to former students of Indian Residential Schools,” (11 June 2008), Indian and Northern Affairs Canada; available from <https://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649>

“A long-awaited apology for residential schools,” CBC.ca; available from <https://www.cbc.ca/archives/entry/a-long-awaited-apology-for-residential-schools>.

Kevin Rudd, “Apology to Australia’s Indigenous Peoples,” Parliament of Australia, *House Hansard*, 13 Feb. 2008), 167-177, (available from <https://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;db=CHAMBER;id=chamber%2Fhansard%2F2008-02-13%2F0003;query=Id%3A%22chamber%2Fhansard%2F2008-02-13%2F0112%22>).

March 20

Liberia

Deborah H. Isser, Stephen C. Lubkemann, Saah N’Tow, “Looking for Justice: Liberian Experiences with and Perceptions of Local Justice Options,” United States Institute of Peace, *Peaceworks Series 63* (2009); available from https://www.usip.org/sites/default/files/liberian_justice_pw63.pdf.

Andrew R. Iloff, “Roots and Branch: Discourses of ‘Tradition’ in Grassroots Transitional Justice,” *International Journal of Transitional Justice* 6.2 (2012): 253-273.

March 27

Advocacy Assignment

April 3

Syria

Samar El-Masri, “Prosecuting ISIS for the sexual slavery of the Yazidi women and girls,” *The International Journal of Human Rights* 22.8 (2018): 1047-1066.

Coalition for the International Criminal Court, “Sexual and Gender-Based Crimes,” available from www.coalitionfortheicc.org/fight/strong-icc/sexual-and-gender-based-crimes; (read all drop-down menu pieces).

April 10

Concluding Discussion

United Nations Secretary General, S/2004/616, *Report of the Secretary General: The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies*, 2004.

United Nations Secretary General, S/2011/634, *Report of the Secretary General: The rule of Law and Transitional Justice in Conflict and Post-Conflict Situations*, 2011.

ESSAY GRADING GUIDE

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

PARTICIPATION GRADING GUIDE

Grade	Attendance	Discussion	Reading
13-15	Always	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
10-12	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
7-9	Frequent	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
4-6	Occasional	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-3	Rare	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

**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.