

POL2533G
Racialized Injustice in Canada
The University of Western Ontario
Winter 2023

Professor: Caroline Dick
Email: cdick4@uwo.ca
Lecture: Mondays 10:30 am -12:20 pm, TC 141
Zoom Office Hours: Wednesday 3:30-4:30 pm

TA: Jake Collie
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Office Hours: TBA

Prerequisite(s): Political Science 1020E

Antirequisite(s): [Political Science 2230E](#), [Political Science 2103A/B](#), [Political Science 2130](#), [Political Science 2133A/B](#), [Political Science 2221F/G](#), [Political Science 2223F/G](#).

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

This course explores the centrality and significance of ‘race’ in the political system, which has operated as a stigmatizing force throughout Canadian history. It does so with a view to critically assessing how Canada’s laws and policies are constructed on the bedrock of whiteness, marginalizing racialized Others and perpetuating inequality among Indigenous peoples, ethnoracialized groups and ethnoreligious minorities. Drawing on political science, legal and criminology literature, this course seeks to examine and expose how constructions of race and the racialization of majority and minority groups shape contemporary controversies in the realms of law, public policy, policing and criminal justice.

Required Readings

Most of the required readings are available either via a link on the course outline or through the library’s electronic holdings or in the Resources section of OWL. Readings marked with an asterisk * are not available electronically and are posted in the Resources section of OWL.

Learning Objectives

- To reflect the *material* effects of social, historical, and political racial marginalization in Canada through readings, discussion, and critical reflective writing.
- To appreciate and understand the instability of *symbolic* essentialized, homogenized and stratified identities/constitutions/representations of race.
- To expand our understanding of the *structures* of difference upon which racism operates.
- To more deeply respect that race, gender, class, sexual orientation, ability, nationalism, capitalism imperialism and colonialism can seldom be held as separate entities as they often have been historically established in a *confluence* and remain fused together today.
- To present a critical appraisal of government policies and service delivery in response to racism and related concerns.
- To explore effective strategies and approaches of service delivery and actions that are related to racialized groups and communities.
- To develop a critical understanding of human services' professional responsibility and all people's personal responsibility for ethically mediating structural racism.

Technical requirements

Reliable access to a high-speed internet connection and a computer or other device that can be used to complete OWL quizzes is required to complete the course. Optimally, students will also have a computer with a microphone and/or webcam (or a smart device with these features) so that they can attend office hours via Zoom.

Format

This is a lecture-based course. Lecture outlines will be posted weekly before the lecture commences. Students are expected to attend all lectures. The course designation for this course is Blended. This means that some of course content may be delivered ONLINE. The Instructor will ensure that students are notified if/when any in-person classes are moved to an ONLINE format.

Email

The Professor will respond to email and will do her best to reply within 48 hours (excluding weekends). Do note that university policy precludes Professors from responding to email messages that were not sent from a UWO email account.

Web Site

There is an OWL web site set up for this course. The course syllabus will be posted on the web site as will important announcements and links to turnitin.com. Accordingly, students should check the web site regularly.

Important Policies

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

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>).

Extensions

Extensions are not given by the instructor. 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 the Professor of this fact.

Computer Problems

Students are expected to back up their written work and lecture/tutorial notes. Furthermore, students will be responsible for finding replacement lecture/tutorial notes where they fail to back-up their files. Extensions are not granted for computer-related problems.

Lecture Notes for Missed Classes

It is up to students to ask their classmates for assistance with missed classes and lecture notes. If you don't know anyone in the class, make contact with a couple of people early in the term for the purpose of sharing lecture notes. The instructor does not procure lecture notes for students who have missed classes.

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.

Please note that 'screen fails' pursuant to Western's COVID-19 daily questionnaire do not entitle students to accommodation. Formal accommodation must be sought.

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

Support Services

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.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Assignment Submission

Written assignments must be submitted to Turnitin.com via OWL prior to the assignment due date and time. Assignments coming in after this time will be considered late.

Late penalty for written assignments

Late assignments will receive a 2% deduction per day, including weekends, so long as the paper is submitted within one week of the original due date. **Assignments submitted more than one week after the original deadline will not be accepted for grading.**

Grade Reviews and Appeals

Students must wait 72 hours after their grade is released before contacting the TA or the Instructor about their assignment grade. If you are concerned that your assignment was not graded fairly, you may appeal your assignment grade to the Professor. To appeal your assignment, you must provide a one-page statement explaining why you think that your assignment was improperly graded. That statement should focus on explaining why the comments provided to justify your grade are inaccurate or unfounded. **Appeals must be initiated no later than one week after the release of the assignment grade.** Please note that **grades may be either raised or lowered on appeal.**

Requests for Grade Changes, Grade Bumps and Make-Up Work

Many students set goals to attend graduate school, law school and other programs. Attaining certain grade thresholds becomes a matter of some urgency for those students hoping to gain entry to these programs or simply to remain in the programs they are registered in. As a former student who also sought entry to these programs, I do understand the desire to perform well and meet entry requirements. However, I do not entertain requests for changing grades, bumping grades or make-up work. In my view, requests are not fair to other students who accept their grades respectfully and are competing for spots in the same programs. Every student will receive the grade that they earned in the class once assignment marks are totalled. Please understand that the role of the instructor is to fairly evaluate work in an impartial manner. It is not appropriate to 'prime' instructors by constantly advising them of the grades needed to gain entry to certain programs.

Evaluation and Assignment Instructions

CRT Assignment- 25% (DUE: Monday, February 6 at 9:00 am)

Quiz #1 – 15% (on weeks 2, 3, 5)

3 parts; 9 questions per part; 23 minutes to complete

Quiz opens Tuesday, February 14 at 9:00 am and closes Thursday, February 16 at 11:00 am

Quiz #2 – 16% (on weeks 6, 8, 9)

3 parts; 9 questions per part; 23 minutes to complete

Quiz opens Tuesday, March 14 at 9:00 am and closes Thursday, March 16 at 11:00 am

Research Essay – 30% (DUE: Monday, March 27 at 9:00 am)

Quiz #3 – 14% (on weeks 10, 11, 12)

3 parts; 8 questions per part; 22 minutes to complete

Quiz opens Tuesday, April 4 at 9:00 am and closes Thursday, April 6 at 11:00 am

Quizzes (45% total)

Quizzes will be written on OWL according to the schedule above. Quiz questions will be multiple choice and true/false and will be drawn at random from question pools. These are rapid recall quizzes; while there is no way to prevent students from accessing their lecture notes, the quizzes do not allow adequate time for students to look up answers.

Where students receive academic consideration, they will write a make-up quiz scheduled by the Professor. Note that under the Scholastic Discipline for Undergraduate Students, submitting a false or fraudulent assignment is a scholastic offence. *Students who complete a make-up quiz without permission will be presumed to have committed a scholastic offence.*

Written Assignments (55% total)

Please review the appendix to the course outline and its plagiarism regulations. Plagiarism committed through carelessness is still plagiarism; plagiarism does not require intention. Ideas taken from the readings must either be re-written in your own words (and cited), or presented as verbatim text with quotation marks around the borrowed words (and cited).

It is imperative that students illustrate their own understanding of the materials. This means that direct quotations should be used sparingly and that when they are used, they must be accompanied by text in which students explain the meaning and significance of the direct quotation in their own words.

Critical Race Theory (CRT) Assignment (25%)

TW: Please note that the news stories assigned for this assignment include details of the murders of women, men, and children.

On Dec. 31, 2020, a police officer in Calgary was killed when a vehicle fled a traffic stop. In the Calgary incident, two Muslim teenagers, Amir Abdulrahman, aged 19, and the 17 year-old

driver, were arrested and charged with first-degree murder. On June 6, 2021, four members of a Muslim-Canadian family were killed while taking an evening stroll by a man driving a truck in London Ontario. Police arrested and charged a 20-year-old white man, Nathaniel Veltman, with 4 counts of first-degree murder. A terrorism charge was added later.

The media coverage of these homicides is the subject matter of this assignment, which has two parts. First, students will explain what Critical Race Theory (“CRT”) is. What purposes does CRT serve? What are CRT’s most important insights and principles? Clearly, there is no expectation that students will (or can) discuss every CRT principle in their assignments. Focus on those principles that are most relevant to the assignment at hand and make sure that you *explain* the principles that you raise; do not simply list them.

Second, having provided a synopsis of CRT, students will assess the news stories of Amir Abdulrahman and Nathaniel Veltman, provided below, using a CRT lens. Are there similarities between the two men and their actions? Are they depicted similarly or differently in media accounts? What does using a CRT lens reveal about the way in which the media depicted the two men and their actions and how might those media depictions impact public perceptions?

CRT Sources

*Bell, Derrick A. “Who’s Afraid of Critical Race Theory?” *University of Illinois Law Review* 4 (1995): 893-910. **(893-908 only)**

*Delgado, Richard, and Jean Stefancic. *Critical Race Theory: An Introduction*. New York: New York University Press, 2001. **(1-11 and 74-80 suggested. Students may wish to read other sections as well.)**

News Paper Articles

Media Coverage of Amir Abdulrahman

CBC News. “2 teens arrested after death of Calgary Sgt. Andrew Harnett.” *CBC News*. January 1, 2021. <https://www.cbc.ca/news/canada/calgary/calgary-police-andrew-harnett-1.5859221>.

Grant, Meghan. It's not my fault!: Bail document reveals new details about man who killed Calgary police officer.” *CBC News*. December 9, 2021. <https://www.cbc.ca/news/canada/calgary/amir-abdulrahman-andrew-harnett-manslaughter-bail-decision-1.6279002>.

Martin, Kevin. “Man sentenced to five years for death of Calgary police officer during traffic stop.” *Calgary Herald*. January 28, 2022. <https://calgaryherald.com/news/crime/amir-abdulrahman-sentenced-to-five-years-for-death-of-calgary-police-officer>.

Media Coverage of Nathaniel Veltman

Massie, Graeme. “Christian terrorist who mowed down Muslim family ‘was laughing’ as he got out of blood covered truck.” *Yahoo News*. June 12, 2021. <https://news.yahoo.com/christian-terrorist-mowed-down-muslim-180540029.html>.

Steinbuch, Yaron. "Suspect in deadly attack on Muslim family reportedly laughed during arrest." *New York Post*. June 9, 2021. <https://nypost.com/2021/06/09/suspect-in-attack-on-muslim-family-laughed-during-arrest-report/>.

Richmond, Randy, Dale Carruthers and Jonathan Juha. "Suspect in alleged London hate killings laughed during arrest: Witness." *London Free Press*. June 9, 2021. <https://lfpres.com/news/local-news/who-is-nathaniel-veltman-accused-in-alleged-london-hate-killings>.

Juha, Jonathan, Terry Bridge, Jane Sims and Calvi Leon. "'Isolated,' 'estranged,' 'angry': Who is accused mass killer Nathaniel Veltman?" *London Free Press*. June 11, 2021. <https://lfpres.com/news/local-news/isolated-and-estranged-who-is-accused-mass-killer-nathaniel-veltman>.

Length: 1250-1500 words excluding notes, bibliography and title page.

Formatting: Students should double space their papers using a 12-point font and standard (1 inch) margins. Students must use the Chicago style for their citations and bibliography. Failure to correctly use the Chicago style *will* result in a deduction.

There are numerous online citation guides that provide guidance on the Chicago style:

<https://libguides.tru.ca/chicago/books>

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html

If you would prefer to purchase a manual on the Chicago style, I recommend Kate L. Turabian's *A Manual for Writers*. The Turabian handbook is available for purchase on Amazon.ca. There is no need to use the most recent edition of the Turabian handbook.

Research Essay: The Indigenization of Canada's Prison System (30%)

In 2021, Canada's federal corrections investigator, Ian Zinger, reported that Indigenous people made up approximately 32% of the inmate population in federal prisons, where the most serious offenders serving the longest sentences are held, despite accounting for less than 5% of the Canadian population. Indigenous women, more specifically, accounted for a staggering 48% of the female federal inmate population. Over the last decade, while the Indigenous federal inmate population increased by roughly 18%, the number of non-Indigenous inmates decreased by 28%. Canada continues to experience a steady and ongoing rise in the proportion of Indigenous people in custody as Canada's prison system becomes more and more Indigenized.

Question: *The disproportionate incarceration of Indigenous people is a complex phenomenon with roots in both the legal realm (policing, judges, sentencing etc.) and the socioeconomic realm (poverty, ethnocentrism, trauma, racialized and gender-based discrimination and violence etc.). Which realm do you think is the bigger contributor to Indigenous over-incarceration and why? In answering this question, students should discuss how both realms contribute to the over-incarceration of Indigenous persons.*

Students may choose to write about Indigenous people generally, or about Indigenous women or Indigenous men more specifically. Students need not limit their discussions to federal prisons, but please be sure to let the reader know when you are referring to the federal system and when you are referring to the provincial system. If you raise provincial corrections data, please specify whether you are referencing a specific province or all provinces.

There are *many* factors that contribute to disproportionate Indigenous incarceration. Please do not try to address too many issues in your paper. It is much better to raise fewer ideas and explain them well than raise a host of ideas in a hurry. In short, you will not be able to raise every idea that you would like to.

Sources: Students must incorporate **4 scholarly sources** into their papers. Scholarly sources are peer-reviewed sources (books and journal articles). Students may also incorporate non-scholarly sources (newspaper/magazine stories) in their work; however, non-scholarly sources will not be included in the 4 scholarly source count. Students are welcome to use the sources listed below in their papers. However, these sources will **not** count towards the 4 scholarly source requirement.

Canada. Office of the Correctional Investigator. “Proportion of Indigenous Women in Federal Custody nears 50%: Correctional Investigator Issues Statement.” 2021.
<https://www.oci-bec.gc.ca/cnt/comm/press/press20211217-eng.aspx>

Clark, Scott. “Overrepresentation of Indigenous People in the Canadian Criminal Justice System: Causes and Responses.” Research and Statistics Division, Department of Justice Canada, 2019.
<https://www.justice.gc.ca/eng/rp-pr/jr/oip-cjs/oip-cjs-en.pdf>

Grekul, Jana. “Prisoning Indigenous Women: Strength and Resilience in the Face of Systemic Trauma.” *Aboriginal Policy Studies* 8, no. 2 (2020): 3-24.

Length: 1700-2000 words **excluding** notes, bibliography and title page.

Formatting: Students should double space their papers using a 12-point font and standard (1 inch) margins. Students must use the Chicago style for their citations and bibliography. Failure to correctly use the Chicago style will result in a deduction. **All citations must include page references.**

There are numerous online citation guides that provide guidance on the Chicago style:

<https://libguides.tru.ca/chicago/books>

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html

If you would prefer to purchase a manual on the Chicago style, I recommend Kate L. Turabian’s *A Manual for Writers*. The Turabian handbook is available for purchase on Amazon.ca. There is no need to use the most recent edition of the Turabian handbook.

Class Schedule

Week 1. January 9

Introduction to the Course

Week 2. January 16

Conceptions of Race: Race v. Racialization

- Take the Race Implicit Association Test to measure your racial attitudes
<https://implicit.harvard.edu/implicit/takeatest.html>
- *McIntosh, Peggy. AWhite Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women=s Studies.@ In *Race, Class, and Gender: An Anthology*, 3d ed., ed. Margaret L. Andersen and Patricia Hill Collins, 94-105. Belmont, California: Wadsworth Publishing, 1998. (94-99 only).
- *Wallis, Maria, and Augie Fleras. AIntroduction.@ In *The Politics of Race in Canada: Readings in Historical Perspectives, Contemporary Realities, and Future Possibilities*, ed. Maria Wallis and Augie Fleras, x-xxiv. Don Mills, Ontario: Oxford University Press, 2009.

Week 3. January 23

Media, Racialization and Public Policy

- Johnston, Genevieve. “The Kids Are All White: Examining Race and Representation in News Media Coverage of Opioid Overdose Deaths in Canada.” *Sociological Inquiry* 90 no. 1 (2020): 123-146.

Week 4. January 30

Essay writing and Academic Offences

- **No assigned readings**

Week 5. February 6 *CRT Assignment Due at 9:00 am*****

Education

- *Smith, Malinda S. “Disciplinary Silences: Race, Indigeneity, and Gender in the Social Sciences.” In *The Equity Myth: Racialization and Indigeneity at Canadian Universities*, ed. Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, and Malinda S. Smith, 239-262. Vancouver: UBC Press, 2017.

Week 6. February 13 *Quiz #1 opens Tuesday, February 14 at 9:00 am*****

Alt-Right Groups in Canada

- *Perry, Barbara, and Ryan Scrivens. "Epilogue: The Trump Effect on Right-Wing Extremism in Canada." In *Right Wing Extremism in Canada*. 143-172. Palgrave Macmillan, 2019.

Week 7. February 20

Reading Week

Week 8. February 27

Residential Schools, Child Welfare and Reconciliation

- McKenzie, Holly A., Colleen Varcoe, Annette J. Browne and Linda Day. "Disrupting the Continuities Among Residential Schools, the Sixties Scoop, and Child Welfare: An Analysis of Colonial and Neocolonial Discourses." *The International Indigenous Policy Journal* 7, no. 2 (2016): 1-24. <https://ojs.lib.uwo.ca/index.php/iipj/article/view/7489/6133>

Week 9. March 6

Police Practices and Police Brutality

- Reasons, Charles, Shereen Hassan, Michael Ma, Lisa Monchalin, Melinda Bige, Christianne Paras and Simranjit Arora. "Race and Criminal Justice in Canada." *International Journal of Criminal Justice Sciences* 11, no. 2 (2016): 75-99. **(76-82 only)** <https://www.sascv.org/ijcjs/pdfs/reasonsetalijcjs2016vol11issu2.pdf>
- Palmater, Pamela. "Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry." *Canadian Journal of Women and the Law* 28, no. 2 (2016): 253-284. **(253-62 and 268-84 only)**

Week 10. March 13 ***Quiz #2 opens Tuesday, March 14 at 9:00 am***

The Judicial System: Systemic Bias

TW: Please note that the Randall reading includes details of (sexual) violence against adults, children and children with disabilities.

- Randall, Melanie. "The Shackled Sexual Assault Victim: Trauma, Resistance, and Criminal Justice Violations of an Indigenous Woman." *Minnesota Journal of Law and Inequality* 39, no. 2 (2021): 317-386. **(334-54 only)**

Week 11. March 20

Polygamy as a Barbaric Cultural Practice: Muslims, Mormons and Sex Clubs

- Bala, Nicholas. "Why Canada's Prohibition of Polygamy is Constitutionally Valid and Sound Social Policy." *Canadian Journal of Family Law* 25, no. 2 (2009): 165-222. **(165-199 and 215-21 only)**

- *Reference re: Section 293 of the Criminal Code of Canada*, 2011 BCSC 1588. (paras. 1-17 and 337-460 only) <https://www.bccourts.ca/jdb-txt/SC/11/15/2011BCSC1588.htm>

Week 12. March 27 ***Research Essay Due at 9:00 am***

Racialized Health: Comorbidities and Covid-19

- Ng, Edward, Russell Wilkins, Francois Gendron and Jean-Marie Berthelot. “The Changing Health of Immigrants.” *Canadian Social Trends* Ottawa: Statistics Canada. (2005): 1-5. <https://www150.statcan.gc.ca/n1/en/pub/11-008-x/2005002/article/8454-eng.pdf?st=bWpR4K7s>
- Siddiqi, Arjumand, Faraz Vahid Shahidi, Chantel Ramraj and David R. Williams. “Associations between race, discrimination and risk for chronic disease in a population-based sample from Canada.” *Social Science and Medicine* 194 (2017): 135-141.

Week 13. April 3 ***Quiz #3 opens Tuesday, April 4 at 9:00 am***

**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.

*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.