

POLITICAL SCIENCE 3588F  
INTERNATIONAL HUMAN RIGHTS

FALL TERM 2022

**Instructor: Dr. Samar El-Masri**

**Office Hour: By appointment.**

**Class Time: Wednesday 12:30-2:30**

**Class Location:**

**I-COURSE DELIVERY:**

This course will be delivered in-person. But, in the event of a COVID-19 resurgence that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered synchronously (Zoom) during the scheduled class time. The grading scheme will **not** change.

OWL is used regularly for communication, so make sure before you come to class to check out the “Course Content” page. Regular updates, tips, and announcements are posted there.

**II-COURSE DESCRIPTION:**

This course will provide students with a general theoretical background of the topic of human rights and its various conceptions and theoretical dilemmas. It will also look at some *issues* of concern, delving into specific violations of human rights, including genocide and femicide, while shedding light on various vulnerable groups like refugees and indigenous people. This course will also focus on possible responses to these violations by the United Nations, states, as well as civil society organizations and victims’ groups.

**III-REQUIRED TEXTS:**

Goodhart, Michael. Ed. *Human Rights: Politics and Practice*. 4<sup>th</sup> ed. New York: Oxford University Press, 2022.

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 3rd ed. Ithaca, NY: Cornell University Press, 2013.

Other readings from books and journals are also required. You will find those in the “Course Readings” on this course OWL’s page. You are responsible for accessing them yourself.

#### **IV-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.

Office of the Dean, Faculty of Social Science

#### **V-COURSE REQUIREMENTS**

Participation	5 %
Op-ed	15 % (Oct 12)
Midterm	40 % (Nov 16) the make-up is on Nov 23
Final Essay Project	40 % (December 7)

##### **1-Participation**

- 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. Although the overall mark will factor in your attendance, you will be mainly evaluated on your in-class discussion and participation. **In other words, attendance alone will not guarantee you a good mark.** Students should consult the handout “Student Participation” below, for criteria.
- All discussions and debates should be always guided by an ethics of respect. Uncivil, disrespectful, or inappropriate behavior of any kind will not be tolerated.
- If for any reason, you feel that you were not able to participate as you would like, or you could have made a different point, then you are more than welcome to send me a written response to some of the questions that we pose in class, which will then be corrected and counted towards your participation mark. I usually post the major questions on OWL (Course Content) after class on a weekly basis.
- As some of the issues that we deal with in this class are extremely disturbing, I encourage students who may have any concerns about a specific topic to discuss them with me before the subject comes up. I will also understand if some students choose to step out of the class as a result. While they will NOT be academically penalized, they will be responsible for any material missed

## 2-Op-ed

This semester, students will be asked to write an opinion piece.

- Subject: One of the debates that we will be talking about this semester is whether humanitarian intervention should be used in response to violations of human rights or whether sovereignty should be upheld at all costs. **After picking a case study**, which you will talk about briefly, take a position, clearly explaining why humanitarian intervention should be used in this case (or not).
- Style: Op-eds must be between 700-800 words, typed double-spaced, not counting bibliography. The paper must be formatted in Times New Roman 12pt font with 2.54 cm margins all around. The paper should be referenced. **ONLY FOOTNOTES are accepted using Chicago-style footnotes**, Papers that do not meet these basic criteria will be penalized.
- Op-ed pieces will be marked for research, organization, and writing style (see rubric at the end of this document)
- How to submit it? Essays must be submitted to Turnitin.com, using the “Assignments” link on OWL.
- The deadline for this assignment is **October 12 at the beginning of the class**. **A late penalty of 10% per day will be applied to papers submitted at any point after that.**

## 3-Midterm Exam (Nov 16)

This class has no final exam, but one midterm. The exam will be done synchronously and online. I usually ask two or three questions about the material we covered from Sep 21 (Historical Evolution) to Nov 9 (Refugees). The exam is based on the readings, my lectures, and PowerPoints.

**If you have a credible reason for missing the exam**, you need to talk to your academic counsellor and obtain an accommodation. If an accommodation is granted to you, you can then write your make-up on November 23. The make-up will take place online, during class time, and on the material specified above.

If for any reason you missed that too—and provided your counsellor approves your accommodation—the essay mark will then be worth 80 percent of the mark!

## 4-Essay Project (Dec 7)

You will be required to write one 10-page argumentative essay (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, especially if the topic is not covered in class.**

### Late Penalty

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

### Turnitin

You can submit your essay at any time, **but the deadline is December 7**. Essays must be submitted to Turnitin.com, using the “Assignments” link on OWL.

### Citation Style

Citations **must** be formatted using Chicago-style footnotes, **not in-text citations**. I am looking for FOOTNOTES AND NOT ENDNOTES. Students are advised to consult a writer’s handbook when composing their essays 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 many high-quality source materials. Consulting more than six sources is highly recommended.

## **VI-ABSENCES**

### **As per the university policy:**

By policy, academic considerations for work totaling 10% or more of the final course grade can be granted only by the student’s Faculty of Registration (typically by their academic counsellors). In such cases, students should be directed as follows.

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

The Student Medical Certificate is available at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

## **VII. ACCOMMODATION AND ACCESSIBILITY**

### **1-Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

### **2-Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

### **3- Support Services**

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) 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](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

If you have any questions about accommodation, please contact:

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html).

### **VIII-COURSE OUTLINE BY TOPIC:**

Please note that Goodhart's *Human Rights: Politics and Practice* is an edited book and that each of the chapters is written by a different author. But for an easier reference, I just added the number of the chapter.

#### **Sep 14 Introduction (Definition and Philosophical Evolution)**

No readings for today.

#### **Sep 21 Historical Evolution, UN, and international law**

Required readings:

- Goodhart Chapter 1 (excluding group rights)
- Watch: [The Human Rights Treaty Body system - YouTube](#)

#### **Sep 28 Universalism Vs Relativism**

Required Readings:

- Donnelly 6
- Donnelly 7

Recommended Reading:

- Andrew Heard, "Human Rights: Chimeras in Sheep's Clothing," Simon Fraser University (online) 1997 (cited 2013); available from <http://www.sfu.ca/~aheard/417/util.html>

**Oct 5 Environmental Rights**

*Required Readings:*

- Goodhart Ch 14
- Colin T Reid “Pitfalls in Promoting Environmental Rights” in *Environmental rights in Europe and beyond* (ed.) Bogojević, S., & Rayfuse, R. G. (Portland, Oregon: Hart Publishing, 2018). 27-48

**Oct 12 Sovereignty Vs Humanitarian intervention (Op-ed due)**

*Required Readings:*

- Donnelly Ch 15
- Michael Smith “Humanitarian Intervention: An overview of the ethical issues” In Patrick Hayden, *The Philosophy of Human Rights* (St. Paul, MN: Paragon House, 2001), 478-502

**Oct 19 Rights of indigenous People**

*Required Readings:*

- Goodhart ch.15
- Yakyee Aa and Sawhoy Amaxa, “‘We’re only asking for what is ours,’ indigenous peoples in Paraguay,” *Amnesty International* (AMR 45/005/2009) [report on-line]; 31 March 2009

**Oct 26 Femicide**

*Required Readings:*

- Michael Platzer “Prevention of Femicide” in *Crime Prevention: International Perspectives, Issues and Trends* (ed.) John A Winterdyk (Routledge, 2016) 254-279
- Maureen Meyer, “Combating Femicide in Mexico: Achievements and ongoing challenges,” in *The Courage to Fight Violence Against Women* (ed.) Paula L Ellman and Nancy R Goodman (Routledge, 2019), Chapter 15

**Nov 2 No class (reading week)**

**Nov 9**      **Refugees**

Required Readings:

- Goodhart ch.13
- Warning: the report is quite graphic! “You are Coming to Your Death: Violations Against Syrian Refugees Returning to Syria,” *Amnesty International Report 2021*; available from <https://www.amnesty.org/en/wp-content/uploads/2021/09/MDE2445832021ENGLISH.pdf>

**Nov 16**      **Midterm**

**Nov 23**      **Genocide**

Required Readings:

- Goodhart ch.8
- Christopher Browning, Chapter 18, *Ordinary Men*. New York: Harper Collins, 1998.

(IF you miss your midterm, and have an accomodation from your academic counsellor you can write the make-up today)

**Nov 30**      **Development**

*Required Readings:*

- Goodhart ch.12.
- Roger Duthie, “Toward a Development Sensitive Approach to TJ.” *International Journal of Transitional Justice* 2.3 (2008): 292-309

**Dec 7**      **Civil Society **Essay Due****

Required Readings:

- Goodhart ch.16
- Alfonso Salgado, “Communism and Human Rights in Pinochet’s Chile: The 1977 Hunger Strike against Forced Disappearance,” *Cold War History* 18 (2) (2018-04-03), 169-186.



## Student Participation

### Participation Grading Guide:

<b>Grade</b>	<b>Attendance</b>	<b>Discussion</b>	<b>Reading</b>
20	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
15-19	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
10-14	Occasional	When attending, the student shows a basic grasp of key concepts; 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
5-9	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
0-4	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

THE ESSAY RUBRIC (please see tips on writing the essay in Course Content!)

	0-8	9-12	13-16	17-20
Thesis	<ul style="list-style-type: none"> <li>-It is very hard to identify the thesis statement in the introduction.</li> <li>-The reader may reach the conclusion without understanding what the argument really is.</li> <li>- The topic may be inappropriate for this assignment.</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis may or may not be in the introduction, but it is hard to identify.</li> <li>-it is slightly inappropriate for the assignment</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis is written in the introduction</li> <li>-Although the introduction is present in the intro, it may need further development</li> <li>-It is appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis is skillfully incorporated in the introduction</li> <li>-It is easily identifiable, clear, concise, and insightful</li> <li>-The issue that is chosen is appropriate and directly relates to what we have been studying in the course.</li> </ul>
Argument	<ul style="list-style-type: none"> <li>-<b>No historical and theoretical</b> background.</li> <li>-The argument is unclear and weak</li> <li>-The student is unable to support his thesis with appropriate evidence</li> <li>-The quality of the evidence is lacking. The argument is based on pure opinion...</li> </ul>	<ul style="list-style-type: none"> <li>-Some sort of historical and theoretical background.</li> <li>-The argument is evident but may not be defined clearly.</li> <li>-The claims are unevenly supported, with weak or unsubstantiated evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Good theoretical and historical background.</li> <li>-The student has not talked about counterarguments in the theoretical background.</li> <li>-The claims are well supported but may not be completely convincing.</li> <li>-Some unclarity in the argument.</li> <li>-Or some parts of the argument are nicely written, but not others.</li> </ul>	<ul style="list-style-type: none"> <li>-Great theoretical (lit review) and historical background.</li> <li>-Clearly defines the issue</li> <li>- Fully supports the thesis statement with sound reasons and evidence</li> <li>-effectively responds to counterarguments</li> </ul>

Style	<p>-Too many errors regardless of how strong the argument is.</p> <p>-The student does not follow the referencing style that is required in this assignment.</p> <p>-The formatting of the essay is incorrect (with respect to spacing, font style and size, page numbers...</p>	<p>-The piece is readable but the various mistakes in grammar, punctuations, or design “begin to create static in the reading experience.”</p> <p>-The student may follow the referencing style but with too many errors.</p> <p>-Some errors with respect to formatting.</p>	<p>-mostly correct, easy to read, rare errors that do not affect the reading experience.</p> <p>-sentences could be more concise</p> <p>-The student follows the referencing style but with some errors.</p> <p>-Mostly follow the formatting required in this assignment</p>	<p>-correct, easy to read, no errors, concise clear sentences.</p> <p>-The student fully follows the referencing style with no errors.</p> <p>-Follows the formatting specification required.</p>
Organization (how the essay flows)	<p>Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow.</p>	<p>-okay title.</p> <p>-Introduction is too broad, even though the focus is seen later on.</p> <p>-conclusion is not focused, may be unrelated to the main idea.</p>	<p>-title works well.</p> <p>-good introduction but without catching our attention.</p> <p>-Conclusion summarizes the argument but without recommending or talking about the implications of the argument.</p> <p>-clear topic sentences but may not clearly contribute to an understanding of the overall argument.</p>	<p>-clever title</p> <p>-effective introduction</p> <p>-great conclusion with a clear answer to the “so what” or “So what now” question.</p> <p>-Clear transitions, and topic sentences...</p> <p>-The essay flows very well.</p>

			-Generally speaking, the essay flows well.	
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Op-eds. Rubric:

	0-4	4.5-6.5	7-8.5	9-10
Research information	<ul style="list-style-type: none"> <li>-No case picked</li> <li>-Writer has no research information. The essay is based on opinions with no substantial evidence</li> </ul>	<ul style="list-style-type: none"> <li>-a case study is mentioned but no further explanation is provided</li> <li>-writer uses one or two research facts to support their argument</li> </ul>	<ul style="list-style-type: none"> <li>-the student picks a case study with a basic but clear summary of the case.</li> <li>Writer incorporates three or four research facts in support of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>-Author clearly summarizes the case background.</li> <li>Several research facts are incorporated to support the argument.</li> </ul>
Argument	<ul style="list-style-type: none"> <li>-The issue is unclear</li> <li>- The argument seems weak evoking emotions that go against the author.</li> <li>-Writer unable to support his argument.</li> <li>-No mention of the case in the argument</li> </ul>	<ul style="list-style-type: none"> <li>-The issue is evident but may not be defined clearly.</li> <li>-The claims are unevenly supported, with weak or unsubstantiated evidence.</li> <li>-Occasional mention of the case in the argument</li> </ul>	<ul style="list-style-type: none"> <li>-The claims are well supported but may not be completely convincing.</li> <li>-Generally speaking, the writer can evoke the appropriate emotion in the audience.</li> <li>-Mostly goes back to the case to support the argument.</li> </ul>	<ul style="list-style-type: none"> <li>-Clearly defines the issue</li> <li>-Clearly identifies the audience</li> <li>- Fully supports claims with sound reasons and evidence</li> <li>-Effectively evokes the appropriate emotion in the audience and responds to counterarguments</li> <li>-Consistently goes back to the case study to support the argument.</li> </ul>
Voice	The author's voice is not heard in the piece.	The author's voice is weak in the article.	The author's voice is heard.	A strong author's voice is heard throughout the article.

Style	Too many errors regardless of how strong the argument is.	The piece is readable but the various mistakes in grammar, punctuations, or design “begin to create static in the reading experience.”	-mostly correct, easy to read, rare errors that do not affect the reading experience.  -sentences could be more concise	-correct, easy to read, no errors, concise clear sentences.
Organization	Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow.	-okay title.  -Introduction is too broad, even though the focus is seen later on.  -conclusion is not focused, may be unrelated to the main idea.	-title works well.  -good introduction but without catching our attention.  -Conclusion summarizes the argument but without recommending or talking about the implications of the argument.  -clear topic sentences but may not clearly contribute to an understanding of the overall argument.	-clever title  -effective introduction  -great conclusion with a clear answer to the “so what” or “So what now” question.  -Clear transitions, and topic sentences...

## **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](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.

## **Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Note:** Missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## **Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the



Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

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## **Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

[https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf),

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

During exams/tests/quizzes, no electronic devices (e.g. a phone, laptop, iPad) are allowed and must be powered down and stored out of reach.

**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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

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

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

If a course uses remote proctoring, please be advised that you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including

some biometric data) and the session will be **recorded**. Completion of a course with remote proctoring will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

## Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) 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](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## 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. [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://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.

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