

POL2533 Racialized Injustice in Canada
The University of Western Ontario
Winter 2024

Professor: Caroline Dick
Email: cdick4@uwo.ca
Lecture:
Zoom Office Hours:

TA:
Email:
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

AI Use Prohibited

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of the University of Western Ontario's [Academic Misconduct](#) which may constitute a [Scholastic](#)

Offence. The use of unauthorized AI tools will result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course.

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.

Lecture Notes

Having a good set of lecture notes is important to succeeding in the course. However, **the instructor does not procure lecture notes for students who miss classes; nor does academic counselling make recommendations to that effect.** Where students miss a class for any reason, it is the responsibility of the student to ask for lecture notes from their classmates. The instructor will not reply to emails asking for lecture notes or the lecture.

Extensions

Extensions are not given by the instructor. However, when there are genuine and unavoidable family or medical circumstances or where a student has flexible deadline accommodation from Accessible Education, 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.

Academic Accommodation

If a situation should arise where a student requires accommodation because of a medical or personal issue or because they have flexible deadline accommodation from Accessible Education, 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.

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 or as soon as you become aware that you will not be completing a course component on time.

Academic accommodation will ONLY be provided where the instructor 1) receives a recommendation from Academic Counselling or Accessible Education and 2) where accommodation is sought in a timely fashion (as soon as you realize you will not be completing a course component on time). Students may not approach the instructor directly for accommodation and should never forward medical documentation to the instructor.

Academic Counselling for the Faculty of Social Science 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.

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.

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 Professor about their assignment grade.

If you are concerned that your assignment was not graded fairly, you may formally appeal your assignment grade **to the Professor within 10 days of the assignment grade being released**. To appeal your assignment, you must provide a one-page statement explaining why the comments provided to justify your grade are inaccurate or unfounded.

Please note that in the absence of a clear error that renders the original grade unsupportable, an appeal that is essentially an invitation to second-guess the original evaluation will be dismissed. A student's mere dissatisfaction with a grade does not constitute a ground of appeal. Similarly, a claim that the grade does not reflect the student's knowledge of the material or the effort expended is not a valid appeal ground. **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

Research Note - 25% (DUE: Monday, February 5 at 9:00 am)

Quiz #1 – 15% (on weeks 2, 3, 5)

Quiz #2 – 16% (on weeks 6, 8, 9)

Campaign Analysis – 30% (DUE: Monday, March 25 at 9:00 am)

Quiz #3 – 14% (on weeks 10, 11, 12)

Quizzes (45% total):

Quiz #1 – 15% (on weeks 2, 3, 5); 3 parts; 9 questions per part; 23 minutes to complete.

Quiz #1 opens Tuesday, February 13 at 9:00 am and closes Thursday, February 15 at 11:00 **am**

Quiz #2 – 16% (on weeks 6, 8, 9); 3 parts; 9 questions per part; 23 minutes to complete.

Quiz #2 opens Tuesday, March 12 at 9:00 am and closes Thursday, March 14 at 11:00 **am**

Quiz #3 – 14% (on weeks 10, 11, 12); 3 parts; 8 questions per part; 22 minutes to complete.

Quiz opens Tuesday, April 2 at 9:00 am and closes Thursday, April 4 at 11:00 **am**

All quizzes close at 11:00 am. This means that you must have completed your quiz by 11:00 am. Please ensure that you save your quiz answers before submitting your quiz for grading.

Quizzes will be written on OWL according to the schedule above. **Quizzes may be written one time only.** Quiz questions will consist of multiple choice and true/false questions, which 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. **If you are a student who receives accommodation, please note that quizzes do not need to be registered with Exam Central**; extra time will be built into the quiz by the instructor.

It is the student's responsibility to write the quiz when it is available on OWL. Students who forget to write a quiz will receive a grade of zero. Please do not contact the instructor and ask for a Quiz to be offered again, after it has closed, because you 'forgot' there was a quiz.

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.

Research Note (25%)

The purpose of this assignment is for students to provide a research note as they would if they were employed as a policy advisor by a government ministry.

Your manager is interested in finding out about rates and patterns of hate crimes both before and after the arrival of COVID-19. To that end, they have asked you to look at hate crime data and analyses from 2018 to 2022, inclusive.

Your manager is interested in knowing whether hate crime patterns changed with the arrival of the pandemic. They are also interested in knowing whether and how experts explain hate crime trends during these years.

Your manager has instructed you to limit your research to religious minorities and ethnoracialized groups (racialized minority groups, minority cultural groups, Indigenous Peoples) but has noted that if there are significant gender disparities within these categories, you should report on those as well. If there are different rates for violent and non-violent hate crimes, these also should be reported.

Your manager has also indicated that they are **not looking for you to amass data on every ethnocultural and religious group**. The goal is to provide a snapshot of the groups whose members experience hate crimes at a disproportionately higher rate than the rest of the population.

Your task is to write a research note addressing your manager's query. Your research note must involve more than an endless recital of statistics. You must assess broader patterns of hate crimes before and after the start of the pandemic and explain how experts account for these patterns.

Length: 1000-1250 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. **All citations must include pinpoints as per the Chicago style, save sources where no page numbers are available. If a web source is available as a PDF, students must use the PDF version and provide page numbers. Failing to correctly use the Chicago style will result in deductions. Failing to provide pinpoints will result in a significant deduction.**

Note on Terminology: Statistics Canada and many researchers still use the terminology of “visible minority.” While this term has been routinely criticized, it is acceptable for students to use the term in their papers.

Sources: Students must incorporate no fewer than **5 scholarly sources** to complete the assignment. I have provided one source below to get you started. However, while this source is considered a scholarly source, it will **not** count towards the requirement that 5 scholarly sources be used.

Moreau, Greg. Police-reported hate crime in Canada, 2018. *Juristat*, 40, no. 1 (2020): 1-31.
<https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2020001/article/00003-eng.pdf?st=Bij2lf54>

Citation:

There are numerous online citation guides that offer instruction on citing sources, including government documents, and citing in the Chicago style:

<https://libguides.jibc.ca/statistics/citing>

https://www.lib.sfu.ca/system/files/34672/chicago17_sfuguide_v2_0.pdf

<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.

Campaign Analysis (30%)

In the 2023 Manitoba general election, Wab Kinew led the NDP to a majority government and became the first ‘First Nations’ premier of Manitoba. The election campaign was not without controversy, however. While racial appeals in campaign advertising are most often associated with US elections, the reigning Conservative Party’s campaign advertising and platform positioning was labelled by critics as racist and anti-Indigenous.

Your task is to offer a critical race analysis of the Conservative Party’s campaign in Manitoba, placing it in the context of implicit racial appeals and stereotypes of Indigenous people. The campaign ads that you must assess have been provided to you on OWL as have six sources to assist you in completing the assignment.

Your essay must address the following questions:

1. What are implicit racial appeals and how do they operate in election campaigns?
2. What implicit racial appeals did the Conservative Party communicate through their ads?
 - o Be sure to explain how this messaging aligns with stereotypes of Indigenous people.
 - o Students should also consider how campaign messaging attempted to pit the interests of white voters against the interests of Indigenous people.
3. According to the theories of racial priming, why might white voters have rejected the racial cues embedded in the ads, allowing Kinew to secure a majority government?

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 deductions. **All citations must include pinpoints as per the Chicago style, save sources where no page numbers are available. Failing to correctly use the Chicago style will result in deductions. Failing to provide pinpoints will result in a significant deduction.**

There are numerous online citation guides that provide guidance on the Chicago style, including guidance for the citation of newspaper articles:

https://www.lib.sfu.ca/system/files/34672/chicago17_sfuguide_v2_0.pdf

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

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmso_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.

Note on Terminology: While some of the sources below use the term "Aboriginal," students should use the language of Indigenous people. When identifying Wab Kinew, it is preferable to use the signifier 'First Nations' to denote that the Premier is neither Metis nor Inuit.

Sources: Students must incorporate **no fewer than 7 sources**.

Students have also been provided with 2 sources on racial appeals and 4 sources on Indigenous stereotypes, which are listed below and posted on OWL. All 6 sources listed below **will count** towards the 7 sources requirement, if used.

Students are not permitted to use other sources on racial appeals or stereotypes of Indigenous people. You are limited to using the materials provided on those topics. If there is a point that you wish to make that is not included in the readings assigned, you may seek permission to use that source from the T.A. or the instructor.

Students **must use news and magazine stories** about the election controversy to reach the 7 sources requirement and learn more about the campaign. These are the only acceptable additional source that students may use in completing the assignment.

Racial Appeals

Medelberg, Tali. *The Race Card: Campaign Strategy, Implicit Messages and the Norm of Equality*. Princeton: Princeton University Press, 2001.

Domke, David. "Racial Cues and Political Ideology: An Examination of Associative Priming." *Communication Research* 28, no. 6 (2001): 772-801.

Stereotypes of Indigenous People in Canada

Jiwani, Yasmin. "Symbolic and Discursive Violence in Media Representations of Aboriginal Missing and Murdered Women." In *Understanding Violence: Contexts and Portrayals*, ed. David Weir and Marika Guggisberg. Oxford, UK: Interdisciplinary Press, 2009.

Fleras, Augie. "Unsilencing Aboriginal Voices: Toward an Indigenous Media Gaze." In *The Media Gaze: Representations of Diversity in Canada*. Vancouver: UBC Press, 2011.

Harding, Robert. "Historical Representations of Aboriginal People in the Canadian News Media." *Discourse and Society* 17, no. 2 (2006): 205-235.

Burns, Phillippe, and Eran Shor. "Racial Stereotyping of Indigenous people in the Canadian Media: A Comparative Analysis of Two Water Pollution Incidents." *Canadian Review of Sociology* (2021): 207-228.

Class Schedule

Week 1. January 8

Introduction to the Course

Week 2. January 15

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. A White 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. A Introduction. @ 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 22
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 29
Academic Writing, Academic Offences and Assignment Expectations

- **No assigned readings**

Week 5. February 5 ***Research Note 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 12 ***Quiz #1 opens Tuesday, February 13 at 9:00 am***
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 7. February 19
Reading Week

Week 8. February 26
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 9. March 4
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://ijcjs.com/menu-script/index.php/ijcjs/article/view/173/118>

- 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 11 ***Quiz #2 opens Tuesday, March 12 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. **(334-354 only)**

Week 11. March 18

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 215-221 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 25 ***Campaign Analysis 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 1 ***Quiz #3 opens Tuesday, April 2 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.

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