

Western University · Dept. of Political Science  
**The Politics of Immigration and Citizenship**  
Political Science 3540G  
Winter 2024

**Instructor:** Dr. Zack Taylor  
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**Consultation:** Zoom by appointment  
**Class Time:** Mondays, 9:30–11:30am, SSC 2020

We live in an era of extraordinary international mobility. Large numbers of people now move across national borders, temporarily or permanently, and voluntarily or unwillingly. These movements frequently generate domestic political conflict as countries decide how to respond to migration pressures while also being transformed by them. In this course, we will examine immigration policy, politics, and governance with a primary focus on Canada, but in comparison with other countries and with attention to international organizations and obligations. Topics include the ethics of national borders, immigration and settler colonialism, immigration policy, refugee resettlement and asylum claims, temporary foreign workers, access to citizenship, integration policy, and anti-immigrant sentiment.

This course is designed to be of interest to students interested in all subfields: Canadian Politics, Comparative Politics, International Relations, Political Theory, and Global Justice.

**Learning Objectives:**

By the end of this course:

- You will become conversant with leading theories of borders, migration politics, and governance and their intersection with settler colonialism, gender, and race.
- You will become familiar with immigration policies in Canada and other countries, including the setting selection criteria for the admittance of permanent residents, temporary labour, refugees, and asylum claimants; multiculturalism and integration policies; and granting citizenship;
- You will become familiar with theories and empirical evidence regarding the evolution of public opinion toward immigrants, including recent anti-immigration mobilization.
- You will have sharpened your analytic and argumentative skills through classroom discussions and assignments.

**Prerequisites:**

Any of:

- Political Science 2530 Foundations of Canadian Government and Politics
- Political Science 2531 Foundations of International Relations
- Political Science 2537 Foundations of Political Theory
- Political Science 2545 Foundations of Comparative Politics

## **SCHEDULE OF TOPICS**

### **PART I: MIGRATION, BORDERS, AND THE NATION-STATE**

Class 1	Jan 8	Introduction: Human Mobility in a World of Nation States
Class 2	Jan 15	Admission, Exclusion, and Justice
Class 3	Jan 22	Rights and Obligations

### **PART II: MIGRATION POLICY**

Class 4	Jan 29	The Global North <i>Argumentative Essay Due</i>
Class 5	Feb 5	Canada
Class 6	Feb 12	The Global South
	<i>Feb 19</i>	<i>No Class – Family Day / Reading Week</i>
Class 7	Feb 26	Refugees, Asylum Seekers, and Forced Migration
Class 8	Mar 4	Temporary Foreign Labour

### **PART III: CITIZENSHIP, STATE, AND SOCIETY**

Class 9	Mar 11	Citizenship and the State <i>Comparative Migration Policy Briefing Note Due</i>
Class 10	Mar 18	Citizenship and Indigenous Peoples in ‘Nations of Immigrants’
Class 11	Mar 25	Immigrant Integration, Anti-Immigrant Sentiment, and the Welfare State
Class 12	Apr 1	Canadian Exceptionalism?
	Apr 8	Drop-in Session for Exam Review
		<i>Final Exam Held During Exam Period</i>

## **COURSE WEBSITE**

This course makes use of OWL. Please refer to the course website regularly for announcements and course information: <https://owl.uwo.ca/portal>.

## **COURSE FORMAT**

This is a lecture course in which significant interaction by students is expected. Reading the required texts in advance is a necessary prerequisite for doing well in this course and will make for more exciting and insightful discussion.

## **COURSE MATERIALS**

All required readings not available through links provided in the reading list will be posted on OWL.

## **EVALUATION**

**Discussion Questions (10%):** Students will submit two discussion questions each class based on the assigned readings (classes 2 through 12). Read the material, reflect on it, and then raise two questions that point to areas of confusion or difficulty in your view. Full marks will go to questions that are insightful and seriously engage with the material. Please submit on OWL in advance of the class. You may skip one week without penalty.

**Argumentative Essay (15%):** Students will write a short argumentative essay in which they will argue for or against a position regarding an ethical dilemma to do with migration, borders, or citizenship. A list of possible topics will be distributed two weeks in advance. Length: 5 double-spaced pages, not including title page or bibliography.

**Comparative Migration Policy Briefing Note (30%):** Students will work in groups of four to research and write a policy briefing note that critically compares Canada to one peer country of their choice with respect to their levels and admission criteria for immigrants (permanent residents), temporary workers, asylum-seekers, and refugees, and also pathways to citizenship. The imagined audience is the deputy minister of immigration of Canada. The briefing note should not only summarize factual information, but also evaluate the countries' policy priorities in light of the political pressures they face using Hollifield et al.'s (2022) "dilemmas" – trade-offs between *markets*, *security*, *culture*, and *rights* (see reading in Class 4). Length: 20 double-spaced pages, not including title page or bibliography.

**Final Exam (35%):** Students will be provided in advance with eight wide-ranging questions. Five of these questions will appear on the exam, with students required to produce two essays over the course of a two-hour exam. The exam date will be determined by the registrar.

**Participation (10%):** Students will be expected to participate regularly and constructively in our weekly sessions. Students will be given partial credit for attendance. Beyond that, participation

will be evaluated based on the following considerations: relevance, responsiveness to the material laid out in assigned readings and lecture segments, and insightfulness.

## **COURSE POLICIES**

**Communication with the instructor:** Please do not hesitate to e-mail me if you would like to discuss course material. I will make every effort to respond to e-mails within 24 hours (weekends excepted). If you are having trouble with the course material or are falling behind in your work, please contact me as soon as possible.

**E-mail policy:** All Western University students are required to have an @uwo.ca e-mail account. The instructor will *only* respond to e-mails sent from your Western University account. The instructor will *not* accept assignments by e-mail.

**Late assignments:** The penalty for late assignments is two percentage points per day (including weekend days). If you foresee problems meeting submission deadlines please consult the instructor early; accommodations can always be made with adequate advance notice.

## **READING LIST**

All documents should become available if you access them while on the campus network or using Western's EZ-Proxy service: <https://www.lib.uwo.ca/offcampus/remote.html>.  
If a link to a journal article doesn't work properly, search through the library website directly.

### **PART I: MIGRATION, BORDERS, AND THE NATION-STATE**

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#### **Class 1: Introduction – Human Migration in a World of Nation States**

- To begin, visit the UN International Organization for Migration (IOM) interactive website for its 2020 *World Migration Report* at <https://worldmigrationreport.iom.int/wmr-2020-interactive/>. Scroll down to learn about the volumes and flow of international migration around the world. What are the biggest sending and receiving countries? How does Canada compare?
- Benhabib, Seyla. 2005. "Borders, Boundaries, and Citizenship." *PS: Political Science & Politics* 38(4): 673–677. <https://doi.org/10.1017/S1049096505050328>

#### **Class 2: Admission, Exclusion, and Justice**

*On what basis – in theory – can nation-states selectively admit or exclude migrants?*

- Joseph Carens. 1987. "Aliens and Citizens: The Case for Open Borders," *Review of Politics* 49:251–73. <https://doi.org/10.1017/S0034670500033817> or <https://www.jstor.org/stable/1407506>
- Miller, David. 2015. "Justice in immigration." *European Journal of Political Theory* 14 (4):391–408. <https://doi.org/10.1177/1474885115584833>
- Lenard, Patti Tamara. 2015. "The ethics of deportation in liberal democratic states." *European Journal of Political Theory* 14 (4):464–480. <https://doi.org/10.1177/1474885115584834>

#### **Class 3: Rights and Obligations**

*This week we approach some important dilemmas: Is "guest work" ethical? Should non-citizens be allowed to vote? Do wealthy migrant-receiving states have obligations to poor migrant-sending states?*

- Ruhs, Martin. 2012. "The Human Rights of Migrant Workers: Why Do So Few Countries Care?" *American Behavioral Scientist* 56(9): 1277–1293. <https://doi.org/10.1177/0002764212443815>
- Beckman, Ludvig. 2006. "Citizenship and Voting Rights: Should Resident Aliens Vote?" *Citizenship Studies* 10 (2):153–165. <https://doi.org/10.1080/13621020600633093>
- Ferracioli, Luara. 2015. "Immigration, self-determination, and the brain drain." *Review of International Studies* 41 (1):99–115. <https://doi.org/10.1017/S0260210514000084>

## PART II: MIGRATION POLICY

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### Class 4: The Global North

*What are the major dilemmas of immigration policy in the Global North – principally Europe, North America, and Australia?*

- Hollifield, James F., Martin, Philip L., Orrenius, Pia M. and Héran, François. 2022. “The Dilemmas of Immigration Control in Liberal Democracies,” Ch. 1 in *Controlling Immigration: A Comparative Perspective*, 4<sup>th</sup> ed., edited by James F. Hollifield, Philip L. Martin, Pia M. Orrenius, and François Héran, 3–51. Redwood City: Stanford University Press. <https://doi.org/10.1515/9781503631670-003>
- Joppke, Christian. 2021. “Immigration Policy in the Crossfire of Neoliberalism and Neonationalism.” *Swiss Journal of Sociology* 47 (1):71–92. <https://doi.org/10.2478/sjs-2021-0007>

### Class 5: Canada

*How has Canada’s immigration regime evolved over time?*

- Triadafilopoulos, Triadafilos. 2013. “Dismantling White Canada: Race, Rights, and the Origins of the Points System.” Ch. 2 in *Wanted and Welcome? Policies for Highly Skilled Immigrants in Comparative Perspective*, edited by Triadafilos Triadafilopoulos, 15–37. New York: Springer. [https://doi.org/10.1007/978-1-4614-0082-0\\_2](https://doi.org/10.1007/978-1-4614-0082-0_2)
- Triadafilopoulos, Triadafilos and Zack Taylor. 2023. “The Domestic Politics of Selective Permeability: Disaggregating the Canadian Migration State.” *Journal of Ethnic and Migration Studies*. <https://doi.org/10.1080/1369183X.2023.2269785>
- Canada. 2023. *Annual Report to Parliament on Immigration for the period ending December 31, 2023*. Ottawa. ON: Immigration, Refugees, and Citizenship Canada. [https://publications.gc.ca/collections/collection\\_2023/ircc/Ci1-2023-eng.pdf](https://publications.gc.ca/collections/collection_2023/ircc/Ci1-2023-eng.pdf) (focus on “Key Highlights” and “Canada’s next permanent resident Immigration Levels Plan”)

### Class 6: The Global South

*What are the patterns and models of migration regimes in the Global South?*

- Adamson, Fiona B. and Gerasimos Tsourapas G. 2020. “The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management.” *International Migration Review* 54(3) 853–882. <https://doi.org/10.1177/019791831987905>
- Natter, Katharina. 2018. “Rethinking immigration policy theory beyond ‘Western liberal democracies.’” *Comparative Migration Studies* 6(1): 1–21. <https://doi.org/10.1186/s40878-018-0071-9>
- Hujo, Katja and Nicola Piper. 2007. “South–South migration: Challenges for development and social policy.” *Development* 50(4): 19–25. <https://doi.org/10.1057/palgrave.development.1100419>

## **Class 7: Refugees, Asylum-Seekers, and Forced Migration**

*How are refugees and asylum-seekers governed? What obligations do nation-states have to refugees and asylum-seekers?*

- Barnett, Laura. 2002. "Global governance and the evolution of the international refugee regime." *International Journal of Refugee Law* 14(2–3), 238–262. [https://doi.org/10.1093/ijrl/14.2\\_and\\_3.238](https://doi.org/10.1093/ijrl/14.2_and_3.238)
- Ostrand, Nicole. 2015. "The Syrian refugee crisis: A comparison of responses by Germany, Sweden, the United Kingdom, and the United States." *Journal on Migration and Human Security* 3(3): 255–279. <https://doi.org/10.1177/23315024150030030>
- Boyd, Monica and Nathan T.B. Ly. 2021. "Unwanted and Uninvited: Canadian Exceptionalism in Migration and the 2017–2020 Irregular Border Crossings." *American Review of Canadian Studies* 51(1): 95–121. <https://doi.org/10.1080/02722011.2021.1899743>

## **Class 8: Temporary Foreign Labour**

*How do nation-states use temporary foreign labour to fill labour market gaps? What obligations do nation-states have to temporary foreign workers?*

- Ruhs, Martin, and Philip Martin. 2008. "Numbers vs. Rights: Trade-Offs and Guest Worker Programs." *International Migration Review* 42 (1):249–265. <https://doi.org/10.1111/j.1747-7379.2007.00120>
- Chartrand, Tyler, and Leah F. Vosko. 2021. "Canada's Temporary Foreign Worker and International Mobility Programs: Charting Change and Continuity Among Source Countries." *International Migration* 59(2): 89–109. <https://doi.org/10.1111/imig.12762>
- O'Donnell, Ian, and Mikal Skuterud. 2022. "The Transformation of Canada's Temporary Foreign Worker Program." *Canadian Public Policy* 48 (4): 518–538. <https://doi.org/10.3138/cpp.2021-093>

## **PART III: CITIZENSHIP, STATE, AND SOCIETY**

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### **Class 9: Citizenship and the State**

*On what basis is citizenship acquired in different countries? What are the pathways to citizenship for migrants?*

- Shachar, Ayelet. 2009. *The Birthright Lottery: Citizenship and Global Inequality*, Cambridge, MA: Harvard University Press. Chapter 1, pp. 1–18. <https://doi.org/10.4159/9780674054592>
- Mignot, Jean-François. 2019. "By soil and blood: Citizenship laws in the world." *La vie des idées*, 1–10. <https://shs.hal.science/halshs-02334206>
- Bloemraad, Irene, Korteweg, Anna, & Yurdakul, Gökçe. 2008. "Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state." *Annual Review of Sociology* 34: 153–179. <https://doi.org/10.1146/annurev.soc.34.040507.134608>
- Belton, Kristy A. 2011. "The neglected non-citizen: Statelessness and liberal political theory," *Journal of Global Ethics* 7 (1): 59–71. <https://doi.org/10.1080/17449626.2011.558733>

## **Class 10: Citizenship and Indigenous Peoples in ‘Nations of Immigrants’**

*How should we think about citizenship in immigrant-accepting settler countries?*

- Ellermann, Antje and Ben O’Heran. 2021. “Unsettling Migration Studies: Indigeneity and Immigration in Settler Colonial States.” Ch. 3 in Catherine Dauvergne, ed., *Research Handbook on the Law and Politics of Migration*. Cheltenham, UK: Edward Elgar. 21–34. [https://cenes-narratives-2020.sites.olt.ubc.ca/files/2022/08/Day-3\\_Ellerman-and-OHeran-Unsettling-migration-studies.pdf](https://cenes-narratives-2020.sites.olt.ubc.ca/files/2022/08/Day-3_Ellerman-and-OHeran-Unsettling-migration-studies.pdf)
- Bohaker, Heidi & Franca Iacovetta. 2009. “Making Aboriginal People ‘Immigrants Too’: A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s.” *The Canadian Historical Review* 9(3) 427–461. <https://doi.org/10.3138/chr.90.3.427>
- Spoonley, Paul. 2017. “Renegotiating Citizenship: Indigeneity and Superdiversity in Contemporary Aotearoa/New Zealand,” Ch. 11 in Jatinder Mann, ed., *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand*, 209–222. Cham, Switzerland: Springer International Publishing AG. <https://ebookcentral.proquest.com/lib/west/reader.action?docID=4878128&ppg=215>

## **Class 11: Immigrant Integration, Anti-Immigrant Sentiment, and the Welfare State**

*What is multiculturalism and how might it facilitate immigrant integration? What drives anti-immigration sentiment? Is there a “progressive’s dilemma”?*

- Banting, Keith, Daniel Westlake, and Will Kymlicka. 2022. “The politics of multiculturalism and redistribution: Immigration, accommodation, and solidarity in diverse democracies.” Ch. 11 in Markus Crepaz, ed., *Handbook on Migration and Welfare*, 210–229. Cheltenham, UK: Edward Elgar Publishing. <https://ebookcentral.proquest.com/lib/west/reader.action?docID=6869386&ppg=224>
- Leblang, David, and Margaret E. Peters. 2022. “Immigration and Globalization (and Deglobalization).” *Annual Review of Political Science* 25 (1):377–399. <https://doi.org/10.1146/annurev-polisci-051120-105059>
- Westlake, Daniel. 2018. “Multiculturalism, Political Parties, and the Conflicting Pressures of Ethnic Minorities and Far-right Parties.” *Party Politics* 24(4) 421–43. <https://doi.org/10.1177/135406881667888>

## **Class 12: Canadian Exceptionalism?**

*Is Canada less susceptible to anti-immigration sentiment? If so, why?*

- Besco, Randy. 2021. “From Stability to Polarization: The Transformation of Canadian Public Opinion on Immigration, 1975–2019.” *American Review of Canadian Studies* 51(1): 143–165. <https://doi.org/10.1080/02722011.2021.1902169>
- Bloemraad, Irene. 2022. “Multiculturalism and Inclusive Democracy.” Ch. 2 in Yasmeen Abu-Laban, Alain-G Gagnon, Arjun Tremblay, eds., *Assessing Multiculturalism in Global Comparative Perspective: A New Politics of Diversity for the 21st Century?* New York, NY: Routledge. <https://doi.org/10.4324/9781003197485>



- Triadafilopoulos, Triadafilos and Zack Taylor. 2022. “Canada: The Quintessential Migration State?” Ch. 11 in James F. Hollifield and Neil Foley, eds., *Understanding Global Migration*. Palo Alto, CA: Stanford University Press. 269–293. <https://doi-org.proxy1.lib.uwo.ca/10.1515/9781503629585-014>

## **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>.

## **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).

## **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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