

Western University
Department of Political Science

Globalization and Urban Politics

Political Science 4210G / 9755B
Winter 2024

Instructor: Martin Horak
E-mail: mhorak@uwo.ca
Office Hours: Wednesdays 2:30 – 3:30 in office, or by appointment on Zoom
Physical Office: SSC 7237

Course Description

Cities have long been engines of social and economic change. Over the past thirty years, cities around the world have been focal points for globalization and have in turn been transformed by it. *How social and economic change affects city politics at the local level is the central theme of this course.* How can – and how do – local governments respond to changing urban economic conditions, the cultural diversification of urban populations, increasing social inequality, the need for new infrastructure, and a host of other changes and challenges? What do they do when they lack the powers and resources to respond on their own? When and how can urban politics help to overcome social and economic divisions, and when and how does it exacerbate them? These are the kinds of questions that we will be discussing. The primary empirical focus is on Canadian and American cities, but in broader and global comparative perspective.

The course begins in Weeks 1 – 5 with five weeks of foundational material. We will discuss the institutions and processes through which cities are governed; what globalization is and how it has re-shaped cities; and how and why local governments have responded differently to the challenge of thriving in a global economy. Some of the reading may be review for those of you who have taken other urban politics courses, but we will synthesize it in new and different ways.

In Weeks 6 – 8 we will focus on three city-level case studies: Toronto, Detroit, and London, Ontario. Each of these cities that has faced different social and economic challenges in the era of globalization, which have in turn led to distinct patterns of political conflict and policy response.

In Weeks 9 – 12 we will examine a series of thematic issues in urban politics. *The syllabus for these four weeks is co-designed by the students and the instructor* (see below).

Course Format and Readings

This is a mixed-format course. During the first five weeks of the course, which discuss foundational conceptual and theoretical material, I will present lectures with visuals (45-60 minutes) at the start of our class; we will follow these with discussion. I may also present occasional short lecture segments later in the course, but in later weeks, most class time will be devoted to discussion. This means that **you** control the agenda of the course to a significant degree by contributing your questions and insights to our discussion in regular class time.

During the week of March 4 – 8 (Week 8 of the course), our regular class will be replaced by a four-hour (approximately) **field trip** featuring a walking tour of downtown London, Ontario. The exact timing of this trip will be determined through discussion in class. **Participation in the field trip is required** and will count towards your course participation grade.

You will also influence the agenda of the course by choosing topics for Weeks 9-12 of the course (four weeks in total). We will do this during the fifth class.

Please note: While we are scheduled to meet in person throughout the term, we may shift our class to Zoom format if necessary (eg., if the instructor gets Covid – it has happened before!).

4210G / 09755B is a **reading-based course**. The reading load, while not overwhelming, is substantial, and some of the readings (especially in the early weeks of the course) are quite challenging. *You must be committed to reading the assigned material before each class.* Advance reading is a prerequisite for doing well in the course. All readings will be posted on the course's OWL site unless otherwise noted. No purchase of materials is necessary.

Course Evaluation for Undergraduate Students (POL 4210G)

The final grade for this course will be composed of the following elements:

1. Participation in class discussion (15%).

In a reading-based seminar course such as this one, lively class discussion is what brings ideas to life and helps to produce a valuable learning experience for all. *Attendance in every class of the term is expected*, and you are expected to participate as actively as you are able in discussion and debate. I will take attendance at the start of each class and will subtract 1% from your participation grade for each unexcused absence.

Starting with Week 2, I will post **discussion questions** for each week's material on OWL one week before the class. Please come to class with some thoughtful, informed responses based on your engagement with the week's readings. For those who face challenges speaking in class and/or would like to add to their in-class comments, I will set up weekly Forum on OWL where you can also engage with the discussion questions.

2. Short reading response essay (20%).

You will write one short reading response essay of about 1500 words. In Week 1, you will choose **one of Weeks 3, 4, 5, 6 or 7** during which to write this essay.

In the short essay, you will analyze that week's reading material based on a question developed for that week's material by the instructor. The instructor will post the essay question one week ahead of the due date, along with the discussion questions for that week (see above). The essay will be due on OWL **at the end of the day before the class in which the relevant material is discussed**. Your short essay will present a clearly developed argument that responds to the assigned question. It will be written in standard academic format, with citations and a (short) reference list. Research beyond the class readings is not necessary, although you may choose to do some.

3. Downtown redevelopment blog (15%).

Following our field trip (Week 8) you will write a blog piece of about 1000 words, in which you will integrate observations from the field trip with concepts discussed in class. The blog post will be due on **Tuesday, March 12th** (the Tuesday after the week of the field trip). Detailed guidelines will be handed out in class the week before the field trip.

4. Research project (10% proposal, 40% final paper; 50% total).

Your research project is a chance for you to investigate in depth some aspect of urban politics or policy that you are particularly interested in. You will devise your own explanatory *research question* about *how or why* something happens the way that it does in your area of interest. Your paper will then answer your question by bringing together academic work on your subject with evidence from one or more cases.

There are two elements to your research project:

- a) By **Monday, March 18th**, you will submit a research proposal of about 1000 words. The proposal will lay out your research question and your plan for completing your research. It is worth 10% of your course grade.
- b) At the end of the course, you will hand in a 3500 to 4000-word research paper in which you develop a well-crafted answer to your research question. The paper is worth 40% and is due on **Friday, April 12th** (8 days after our last class).

Guidelines for the research project will be made available part-way through the course.

Course Requirements and Evaluation for Graduate Students (POL 9755)

Graduate students will have **additional reading and assignment requirements**, as follows:

1. Instead of the reading response essay, graduate students will write one longer (about 3000 word) literature review paper. This paper will engage with an *additional* set of 10 – 15 academic readings, identifying and critically evaluating questions, themes, findings and/or methodologies in a body of work that addresses a specific topic related to contemporary urban politics. By **Monday, February 12th** each graduate student will submit to the instructor a proposed topic for additional reading, along with a preliminary

reading list. The list will then be finalized with input from the instructor. The paper will be due on OWL on **Tuesday, February 27th** – the first Tuesday after Reading Week.

2. Final course papers will be longer – approximately 5000 – 6000 words.
3. All writing by graduate students will be evaluated in accordance with standards of quality appropriate to the stage of education of each student (ie, MA or PhD candidate).

Course Policies

Submitting assignments: All written work should be submitted via the course's OWL site. Work handed in late will be subject to a penalty of 2% for each day past the deadline, weekends included. *The three-day rule:* If you require an extension of three days or less on any assignment, you must send me an e-mail request *at least three days before the original due date*. The email must include reasons why you are seeking the extension. I will approve most reasonable requests. I will not approve requests submitted less than three days before the due date. If you require a longer extension, and/or are seeking broader accommodations for illness or other emergency situations, you must go through the Academic Counseling office.

Academic integrity: It is the responsibility of each student to be able to demonstrate the originality of their work. For every assignment, the sources of information and ideas must be properly referenced using a standard academic referencing style such as Chicago, APA, or MLA. Failure to properly reference ideas, concepts, and quotations in an assignment that are not your own will result in academic penalties as required by university policy:

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

All upper-year students are expected to have a thorough understanding of the rules and conventions of academic writing. If you are unclear about what constitutes plagiarism or how to reference sources, please visit the Writing Support Centre <http://www.sdc.uwo.ca/writing/> or review information at: <http://www.lib.uwo.ca/tutorials/plagiarism/>

Using **AI tools** such as ChatGPT to generate content for your assignments is unacceptable in this class, since it undermines the learning process. If I suspect that an assignment contains AI-generated writing, I will discuss its content in a meeting with you. If you are unable to explain and defend the content as your own work, I will require you to re-write the assignment. Any late penalties incurred since the original due date will be applied to the re-written assignment.

Instructor contact: I encourage you to bring any questions or concerns about course material, requirements or assignments to me promptly in person or by email. See above for contact details.

Help with writing: Learning to express ideas clearly is a central goal of the university experience. If academic writing does not come easily to you, you are strongly encouraged to make use of the Writing Support Centre: <http://www.sdc.uwo.ca/writing/>

COURSE OUTLINE AND READING SCHEDULE

- *The assigned readings are best read in the order listed on the schedule below.*
- *All readings will be posted on the course's OWL website.*

Part I: Globalization and Urban Governance: Theoretical Foundations

Week 1 (Jan 11): Introduction: An Urbanizing World

Soja, Edward and J. Miguel Kanai. 2007. "The Urbanization of the World." In Ricky Burdett and Dejan Sudjic, eds., *Endless City*. London: Phaidon. 54–69.

We will also discuss the structure and requirements of the course.

*** undergraduate students choose weeks for reading response essay (Weeks 3 – 7) ***

Week 2 (Jan 18): Institutions, Democracy, and Urban Politics

Sellers, Jefferey, Anders Lidstrom and Yooil Bae. 2020. Ch. 1, "Introduction: Taking Local Institutions Seriously." *Multilevel Democracy: How Local Institutions and Civil Society Shape the Modern State*, pp. 1-18. Cambridge: Cambridge University Press.

Keating, Michael. 1991. Ch. 2, "Systems of Local Government: Culture and Structure." In *Comparative Urban Politics: Power and the City in the United States, Canada, Britain and France*, pp. 13–35. Aldershot: Edward Elgar.

NB: This reading is review for those who have taken POL3363.

England, Kim and John Mercer. 2006. "Canadian Cities in Continental Context: Global and Continental Perspectives in Canadian Urban Development". In Trudi Bunting and Pierre Filion, eds. *Canadian Cities in Transition* (3rd ed), pp. 24-39. Oxford: Oxford University Press.

Week 3 (Jan 25): One World of Cities? Globalization and its Consequences

Sassen, Saskia. 2005. "The Global City: Introducing a Concept". *Brown Journal of World Affairs* 11: 27-43.

Borja, Jordi and Manuel Castells. 1997. "Chapter 2: The Impact of Globalization on the Spatial and Social Structure of Cities". In *Local & Global: Management of Cities in the Information Age*. London: Earthscan, pp. 16-44.

NB: You do not need to read the inset case study boxes (they are hard to read!)

Week 4 (Feb 1): Urban Governance and Multilevel Governance in a Global Age

Stoker, Gerry. 1998. "Governance as Theory: Five Propositions". *International Social Science Journal* 155, pp. 17-28.

Harvey, David. 1989. "From managerialism to entrepreneurialism: the transformation of urban governance in late capitalism". *Geografiska Annaler* 71B, 3–17.

Horak, Martin. 2013. "State Rescaling in Practice: Urban Governance Reform in Toronto." *Urban Research & Practice* 6 (3):311–28.

Week 5 (Feb 8): Urban Growth and Development: Local Strategies in a Global Era

Savitch, H.V. and Paul Kantor. 2002. "Chapter 2: Toward a Theory of Urban Development". In *Cities in the International Marketplace*. Princeton: Princeton University Press, pp. 29-54.

Levine, Marc V. 2000. "'A Third World City in the First World': Social Inclusion, Racial Inequality, and Sustainable Development in Baltimore, Maryland". In Mario Polese and Richard Stren, eds. *The Social Sustainability of Cities*. Toronto: U. of Toronto Press, pp. 123-156.

Florida, R., 2003. "Cities and the creative class." *City & Community*, 2(1), pp.3-19.

**** class chooses topics for weeks 9 – 12 ****

**** preliminary graduate student reading lists due Monday, February 12th ****

Part II: Socio-Economic Change and Urban Politics: Three Case Studies

Week 6 (Feb 15): Toronto: Governing Diversity and Inequality in a Growing Global City

Joy, Meghan, and Ronald K. Vogel. 2015. "Toronto's Governance Crisis: A Global City under Pressure." *Cities* 49: 35–52.

Siemiatycki, Myer. 2011. "Governing Immigrant City." *American Behavioral Scientist* 55(9): 1214–34.

Silver, Daniel, Zack Taylor, and Fernando Calderón-Figueroa. 2020. "Populism in the city: The case of Ford Nation." *International Journal of Politics, Culture, and Society* 33(1): 1-21.

Hulchanski, J. David. 2010. *The Three Cities Within Toronto*. Toronto: Cities Centre, University of Toronto. *Scan this report quickly for the overall findings.*

Horak, Martin, and Aaron Alexander Moore. 2015. "Policy Shift without Institutional Change: The Precarious Place of Neighborhood Revitalization in Toronto." In Clarence N. Stone et al., *Urban Neighborhoods in a New Era*, pp. 182-208. University of Chicago Press.

**** Reading Week – February 18-25th ****

**** Graduate student literature reviews due on OWL Tuesday, February 27th ****

Week 7 (Feb 29): Detroit: Governing Urban Decline

Start by reading these two brief non-academic pieces online:

Barrionuevo, Alexel. 2016. "Detroit's Billionaires Hope to Change Downtown with Development Spree". *Curbed Detroit*, Mar. 30.

<https://detroit.curbed.com/2016/3/30/11327192/detroit-downtown-development-dan-gilbert>

Neill, William J.V. 2015. "Carry on Shrinking?: The Bankruptcy of Urban Policy in Detroit". *Planning Practice & Research*, 30(1): 1-14.

NB: This reading is review for those who have taken POL3363.

Capps, Kriston. 2015. "How Detroit's Foreclosure Auction Fails Homeowners". *CityLab*, Sept. 17.

<https://www.citylab.com/equity/2015/09/how-detroits-foreclosure-auction-fails-homeowners/404797/>

Alperovitz, Gar and Steve Dubb. 2015. "A Community Wealth-Building Vision for Detroit – and Beyond". In Michael Peter Smith, and Owen L. Kirkpatrick, eds. *Reinventing Detroit: The Politics of Possibility*. New York: Routledge, pp. 183-200.

Reese, Laura A., Jeanette Eckert, Gary Sands, and Igor Vojnovic. 2017. "'It's safe to come, we've got lattes': Development disparities in Detroit." *Cities* (60): 367-377.

Week 8 (Mar 5 – 9): London, Ontario: The Politics of Downtown Decline and Revitalization

During this week, our regular class will be replaced by a four-hour (approximately) class field trip and walking tour of downtown London. Joined by local experts and policy leaders, we will explore the recent history of London's downtown revitalization initiatives.

The field trip is a required class component. *We will finalize the timing of the field trip based on mutual consultation early in the semester.* You will be writing a reflection blog based on your field trip experiences. If by chance COVID-19 conditions do not permit a group field trip, I will develop guidelines for a self-guided walking tour instead.

To prepare for our field trip, read the following documents:

City of London Reports (posted on OWL; read selectively for an overall sense of contents):

2015. *Our Move Forward: London's Downtown Plan*

2019. *State of the Downtown 2017*

2019. *Making a Difference: Core Area Action Plan*

In addition to these reports, I will develop a list of recent news articles that will be posted as background reading during the week before our field trip.

*** downtown walking tour blog due **Tuesday, March 12th** ***

Part III: Selected Topics in Urban Politics and Governance

During these four weeks, we will discuss selected topics that we will choose as a class in Week 5 of the course. I will set the reading list for these weeks after we have chosen the topics.

Week 9 (Mar 14); Week 10 (Mar 21); Week 11 (Mar 28); Week 12 (Apr 4)

*** research proposals due on OWL **Monday, March 18th** ***

*** final research papers due on OWL **Friday, April 12th** ***

APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* <http://www.westerncalendar.uwo.ca/>)

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

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,

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.

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://www.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.

To connect with a case manager or set up an appointment, please contact 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

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

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991