

Political Science 3366E: International Conflict Management (Summer 2017)

Course Description

An examination of theories and strategies of international conflict and conflict management, including the causes of war, arms control, and various methods of reducing or eliminating conflict.

This year, the course is divided into 8 main sections. These sections focus on: (i) the history and evolution of war, (ii) non-violent resistance, (iii) arms control, (iv) political and economic sanctions, (v) international law and international courts (vi) peacekeeping, (vii) the use of force (i.e., peace enforcement operations), and (viii) the laws of war.

Instructor / Contact Information

Instructor: Dr. Mark Yaniszewski

E-Mail: myanisze@uwo.ca

- E-mails will be answered within 24 hours during the week and within 48 hours over the weekend (although in most cases e-mails will actually be answered much faster than this).
- Please use your UWO e-mail account when communicating with the instructor as the University's anti-spam software may treat e-mails from other accounts as spam.
- Students should check their UWO e-mail regularly for messages, updates, and other

- important information from the instructor.
- For students living or travelling in the London-Kitchener-Toronto corridor, it may also be possible to arrange face-to-face meetings. Contact the instructor to see if such a meeting is practical.

Distribution of Marks

Students will be graded on the basis of the following components:

- Midterm Examination (**Saturday June 10th**) = 20%
- Midterm Examination (**Saturday July 8th**) = 20%
- Writing Assignment = 30%
- Final Exam (**Date Determined by the Registrar**) = 30%

Exam Centres are located in Barrie, London, Ottawa, Sudbury, Toronto, Vancouver, and Calgary.

Course Format

Lectures

This course is being taught as a “distance education” course. The instructor will, as much as possible, endeavour to maintain the structure and format of a conventional course.

This term, lectures will be delivered as either audio files or as text files. In the case of audio lectures, additional materials (e.g., maps, charts, and diagrams associated with individual lectures) will regularly be posted to Owl.

Course Readings

There is no textbook for this course. Most readings are available through the Weldon Library e-journal collection. Obtaining e-journals articles is relatively straight forward:

- (i) Go to Library homepage and log in
- (ii) Click on Catalogue
- (iii) Select “Journal Title” and type in the name of the journal (e.g., Foreign Affairs)
- (iv) Select “Go”

(v) Browse results. Many journals are stored at multiple electronic storage sites. Select the storage site that covers the date range you are looking for (e.g., some may store older issues while another covers more recent years and so on). Note also that some storage sites may have PDFs of the articles (e.g., versions that look like the hardcopy) while others only store HTML versions (which look like websites).

If you are having trouble accessing these readings, consult the instructor or any reference librarian.

In addition, a small number of readings are available as e-books through the Weldon Library collection. And a few readings are available directly from the publisher through the internet.

Writing Assignment

A detailed list of topics and requirements will be posted separately to OWL.

The writing assignment is due by **Monday July 17th at 8:00 pm (EST)**. Completed assignment must be uploaded to an OWL drop box by that time.

Late assignments will be accepted until **Monday July 24th at 8:00 pm (EST)**. Late assignments must be uploaded to a (second) OWL drop box by that time and are automatically **penalized by a reduction of 15%**.

Assignments not submitted by July 24th at 8:00 pm will automatically receive a **grade of 0%**.

Note that **the late penalty is a flat rate penalty**. Papers five minutes late, one day late, five days late, or any variation therein receive the same 15% penalty. These penalties will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted (e.g., forgetting to back-up your files before your hard drive crashes or having the dog eat your homework and so on does not constitute a legitimate excuse for not completing the assignment on time).

Copyright

The copyright for the intellectual property created for this Western University course, including, but not limited to, audio, video, and/or written lectures, handouts, exams and tests, assignments, and all other materials created for this course, is held by the instructor. These materials are designed for the personal use of students registered in this course only and may not be recorded or used or reproduced or otherwise be re-transmitted in any other form or for any other purpose without the express written consent of the instructor. Providing these materials to a third party, including, but not limited to, a third party website, constitutes a violation of the instructor's intellectual property rights and/or a violation of the Canadian Copyright Act. Individuals in violation of these intellectual property and/or copyright restrictions will be prosecuted and may be subject to academic and/or civil penalties. By participating in this course, all parties agree to be bound by these conditions as well as by any or all relevant Western University regulations and any or all provisions of the Canadian Copyright Act.

Lectures and Course Readings

Below is the list of topics that will be covered this term. It is recommended that students read the associated course readings before they download the associated lecture.

Section 1

The History and Evolution of War

Section 1: Unit 1 — Course Introduction

(No additional readings.)

Section 1: Unit 2 — Defining, Measuring, and Studying War

(No additional readings.)

Section 1: Unit 3 — Proto-War

Lawrence H. Keeley and Daniel Cahen, "Early Neolithic Forts and Villages in NE Belgium: A Preliminary Report," *Journal of Field Archaeology*, Vol. 16, No. 2 (Summer 1989), pp. 157-176.

[Pay particular attention to pp. 168-176 and skim the rest of this article.]

M. Mirazón Lahr *et al*, “Inter-Group Violence among Early Holocene Hunter-Gatherers of West Turkana, Kenya,” *Nature*, Vol. 529, No. 7586 (January 21, 2016), pp. 394-398 [plus non-paginated methodology section].

[Pay particular attention to pp. 394-398 and skim the rest of this article.]

Jared Diamond, “Easter Island Revisited,” *Science*, Vol. 317, No. 5845 (September 21, 2007), pp. 1692-1694.

Section 1: Unit 4 — The Evolution of War

Claudio Cioffi-Revilla, “Origins and Evolution of War and Politics,” *International Studies Quarterly*, Vol. 40, No. 1 (March 1996), pp. 1-22.

Section 1: Unit 5 — The Future of War?

Colin S. Gray, “How Has War Changed Since the End of the Cold War?” *Parameters: Journal of the US Army War College*, Vol. 35, No. 1 (Spring 2005), pp. 14-26.

Section 2

Nonviolent Responses to International Conflict

Section 2: Unit 1 — Pacifism, Nonviolent Resistance, and Their Critics

Bertrand Russell, “War and Non-Resistance,” *Atlantic Monthly*, Vol. 116, No. 2 (August 1915), pp. 266-274.

Available in the public domain <<http://fair-use.org/atlantic-monthly/1915/08/war-and-non-resistance>>

Ralph Summy, “Nonviolence and the Case of the Extremely Ruthless Opponent,” *Pacifica Review: Peace, Security & Global Change* [now *Global Change, Peace & Security*], Vol. 6, No. 1 (1994), pp. 1-29.

Section 2: Unit 2 — Mediation

William B. Quandt, “Camp David and Peacekeeping in the Middle East,” *Political Science Quarterly*, Vol. 101, No. 3 (1986), pp. 357-377.

[Pay particular attention to pp. 357-367 and skim the rest of this article.]

Alan J. Kuperman, "The Other Lesson of Rwanda: Mediators Sometimes Do More Damage than Good," *SAIS Review*, Vol. 16, No. 1 (Winter-Spring 1996), pp. 221-240.

Section 3

Arms Control and Conflict

Section 3: Unit 1 — Arms Control and Nuclear Proliferation

Peter D. Feaver and Emerson M.S. Niou, "Managing Nuclear Proliferation: Condemn, Strike, or Assist?" *International Studies Quarterly*, Vol. 40, No. 2 (June 1996), pp. 209-234.

Section 3: Unit 2 — Alternative Defence Strategies

John Grin and Lutz Untersher, "The Spiderweb Defense," *Bulletin of the Atomic Scientists*, Vol. 44, No. 7 (September 1988), pp. 28-30.

Stephen J. Flanagan, "Nonoffensive Defense is Overrated," *Bulletin of the Atomic Scientists*, Vol. 44, No. 7 (September 1988), pp. 46-48.

Section 4

Political and Economic Sanctions and Conflict

Section 4: Unit 1 — Political and Economic Sanctions

Magaret Doxey, "Reflections on the Sanctions Decade and Beyond," *International Journal*, Vol. 64, No. 2 (Spring 2009), pp. 539-549.

Section 4: Unit 2 — Sanctions Case Study: Iraq

David Rieff, "Were Sanctions Right?" *New York Times Magazine* (July 27, 2003), pp. 40-46.

<<http://www.nytimes.com/2003/07/27/magazine/were-sanctions-right.html>>

Midterm #1

Saturday June 10th — 2 Hours
Covers Sections 1-4 inclusive

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

Section 5

Legal and Judicial Limits to War

Section 5: Unit 1 — The Sources of International Law (I)

Aldo Zammit Borda, “A Formal Approach to Article 38(1)(d) of the ICJ Statute from the Perspective of the International Criminal Courts and Tribunals,” *European Journal of International Law*, Vol. 24, No. 2 (May 2013), pp. 649-661.

Section 5: Unit 2 — The Sources of International Law (II)

No additional readings.

Section 5: Unit 3 — International Courts

Rosalyn Higgins, “A Babel of Judicial Voices? Ruminations from the Bench,” *International and Comparative Law Quarterly*, Vol. 55, No. 4 (October 2006), pp. 791-804.

Section 5: Unit 4 — The International Court of Justice

Pieter Kooijmans, “The ICJ in the 21st Century: Judicial Restraint, Judicial Activism, or Proactive Judicial Policy,” *International and Comparative Law Quarterly*, Vol. 56, No. 4 (October 2007), pp. 741-753.

Section 5: Unit 5 — *Jus Post Bellum* and the Int’l Criminal Court

Kenneth A. Rodman, “Why the ICC Should Operate Within Peace Processes,” *Ethics and International Affairs*, Vol. 26, No. 1 (Spring 2012), pp. 59-71.

Section 6

Resolving Conflict with Peacekeeping

Section 6: Unit 1 — Antecedents to Modern Peacekeeping

(No additional readings)

Section 6: Unit 2 — The History and Evolution of Modern Peacekeeping

Leland M. Goodrich and Gabriella E. Rosner, "The United Nations Emergency Force," *International Organization*, Vol. 11, No. 3 (Summer 1957), pp. 413-430.

Section 6: Unit 3 — The Cost of Peacekeeping

(No additional readings)

Section 6: Unit 4 — Getting Peacekeeping to Work

Paul F. Diehl, "Peacekeeping Operations and the Quest for Peace," *Political Science Quarterly*, Vol. 103, No. 3 (Summer 1998), pp. 485-507.

Section 6: Unit 5 — When Peacekeeping Goes Wrong

Matthew LeRiche, "Unintended Alliance: The Cooperation of Humanitarian Aid in Conflicts," *Parameters: Journal of the US Army War College*, Vol. 34, No. 1 (Spring 2004), pp. 104-120.

Odomovo S. Afeno, "The Exploitation of Civilians by Peacekeeping Soldiers in Africa: The Motivation of Perpetrators and the Vulnerability of Victims," *Conflict Trends*, No. 2 (2012), pp. 49-56.

<<http://www.accord.org.za/publications/ct/>>

This is the link to the homepage of the e-journal. Simply browse to the appropriate issue.

Section 6: Unit 6 — The Future of Peacekeeping: What Is to Be Done?

(No additional readings.)

Section 6: Unit 7 — Peacekeeping Case Study: Rwanda

Alan J. Kuperman, "Rwanda in Retrospect," *Foreign Affairs*, Vol. 79, No. 1 (January-

February 2000), pp. 94-118.

Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen,” *Atlantic Monthly*, Vol. 288, No. 2 (September 2001), pp. 84-107.

Section 6: Unit 8 — The Myths and Realities of Canadian Peacekeeping

Jonathan Preece, “The Canadian Peacekeeping Narrative: Myth, Legend, and Canadian Foreign Policy after Afghanistan,” *SITREP: Journal of the Royal Canadian Military Institute*, Vol. 75, No. 2 (March-April 2011), pp. 7-9 + 16.

<<http://www.rcmi.org/Library-and-Museum/Publications/SITREP.aspx>>

Midterm #2
Saturday July 8th — 2 Hours
Covers Sections 5-6 inclusive

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

Section 7

Using Force to End Conflict

Section 7: Unit 1 — *Jus ad Bellum* before the Advent of the UN Charter
 (No additional readings.)

Section 7: Unit 2 — *Jus ad Bellum* and Art. 2(4) of the UN Charter
 (No additional readings.)

Section 7: Unit 3 — *Jus ad Bellum* and Art. 51 of the UN Charter
 (No additional readings.)

Section 7: Unit 4 — *Jus ad Bellum* and Arts. 39-42 of the UN Charter

Gabriël H. Oosthuizen, “Playing the Devil’s Advocate: the United Nations Security Council is Unbound by Law,” *Leiden Journal of International Law*, Vol. 12, No. 3 (January 1999), pp. 549-563.

Section 7: Unit 5 — *Jus ad Bellum* Miscellany

Eric Grove, “UN Armed Forces and the Military Staff Committee: A Look Back,” *International Security*, Vol. 17, No. 4 (Spring 1993), pp. 172-182.

Section 7: Unit 6 — The United Nations Goes to War

William Stueck, “The Korean War,” in *The Cambridge History of the Cold War – Volume I: Origins*, eds. Melvyn P. Leffler and Odd Arne Westand (Cambridge, UK: Cambridge University Press, 2010), pp. 266-287. [[UWO Library e-Book](#)]

Section 7: Unit 7 — *Jus ad Bellum* and the War in Afghanistan

Carsten Stahn, “Terrorist Acts as ‘Armed Attack:’ The Right to Self-Defence, Article 51 (½) of the UN Charter, and International Terrorism,” *Fletcher Forum of World Affairs*, Vol. 27, No. 2 (Summer-Fall 2003), pp. 35-54.

Section 7: Unit 8 — *Jus ad Bellum* and the 2003 War with Iraq

(No additional readings.)

Section 7: Unit 9 — War Outside the UN System: Kosovo

Steven Haines, “The Influence of Operation Allied Force on the Development of the *jus ad bellum*,” *International Affairs*, Vol. 85, No. 3 (May 2009), pp. 477-490.

Section 7: Unit 10 — R2P/Humanitarian Interventions: Evolution

Gareth Evans and Mohamed Sahnoun “The Responsibility to Protect,” *Foreign Affairs*, Vol. 81, No. 6 (November-December 2001), pp. 99-110.

Section 7: Unit 11 — R2P/Humanitarian Interventions: Critiques

Mohammed Ayoob, “Third World Perspectives on Humanitarian Intervention and International Administration,” *Global Governance*, Vol. 10, No. 1 (January-March 2004), pp. 99-118.

Ellen Brun and Jacques Hersh, “Faux Internationalism and Really Existing Imperialism,” *Monthly Review*, Vol. 63, No. 11 (April 2012), pp. 36-48.

Section 7: Unit 12 — Humanitarian Interventions and the Case of Libya

Mohammed Nuruzzaman, “Rethinking Foreign Military Interventions to Promote Human Rights: Evidence from Libya, Bahrain, and Syria,” *Canadian Journal of Political Science*, Vol. 48, No. 3 (September 2015), pp. 531-552.

Section 8

***Jus in Bello* (i.e., the Laws of War)**

Section 8: Unit 1 — The Evolution of *jus in bello*

(No additional readings.)

Section 8: Unit 2 — Canada and the Laws of War

(No additional readings.)

Section 8: Unit 3 — Canada and the Afghan Detainee Issue

Sibylle Scheipers, “‘Unlawful Combatants’: The West’s Treatment of Irregular Fighters in the ‘War on Terror,’” *Orbis*, Vol. 58, No. 4 (January 2014), pp. 566-583.

Section 8: Unit 4 — Voluntary Human Shields

Amnon Rubinstein and Yaniv Roznai, “Human Shields in Modern Armed Conflicts: The Need for Proportionate Proportionality,” *Stanford Law & Policy Review*, Vol. 22, No. 1 (2011), pp. 93-127.

Section 8: Unit 5 — Drones

Geert-Jan Alexander Knoops, “Legal, Political and Ethical Dimensions of Drone Warfare under International Law: A Preliminary Survey,” *International Criminal Law Review*, Vol. 12, No. 4 (2012), pp. 697–720.

Section 8: Unit 6 — The Ottawa Process (i.e., AP Landmines)

(No additional readings.)

Section 9**Conclusions**

Section 9: Unit 1 — Are We Winning the War on War?

Human Security Report Project, *Human Security Report 2013 — The Decline in Global Violence: Evidence, Explanation, and Contestation* (Vancouver: Human Security Report Group/Human Security Press, 2013), pp. 17-48.

< <http://www.hsrgroup.org/human-security-reports/2013/text.aspx>>

Tanisha M. Fazal, “Dead Wrong? Battle Deaths, Military Medicine, and the Exaggerated Reports of War’s Demise,” *International Security*, Vol. 39, No. 1 (Summer 2014), pp. 95-125.

Final Exam Period — July 31 to August 3
The Exam Date will be determined by Registrar’s Office

A detailed template (covering the exact format of the exam and the sections of the course to be covered) will be posted to OWL approximately a week before the date scheduled for the test.

Important Notices

Students must complete all course requirements. Failure to do so (e.g., missing an examination without cause) will subject the student to the relevant Departmental and University regulations (e.g., possibly failing the course.)

All students should also keep a duplicate copy of their assignments. Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). At the discretion of the instructor, students may be required to pass a brief oral examination on their assignment and/or show their rough work before a final grade is assigned. (A detailed statement on plagiarism follows.)

Final examinations will be held during the regular examination period as set by the Registrar's Office. Except in the case of medical (or similar) problems, substitute examinations will normally not be given.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

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).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide and electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

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 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>).

If students have any doubt as to what constitutes plagiarism, there are various resources available to them including (but not limited to) the Student Development Centre and the instructor (during office hours). If in doubt — ASK!!!

As a general guide consider the following. When you make a direct quote — Yes, you need a footnote. When you closely paraphrase ideas (e.g., following a text that someone else wrote while changing a small number of words) — Yes, you need a footnote.

What about basic facts and dates? Do you still need a footnote? Say, for example, you are asked to write a paper on the Franco-Prussian War and you have never heard about that particular conflict. And then you write in your paper that the war started in 1870 and that France was led by Louis Napoleon. Would you need a footnote for that sort of information? No. Generally, basic facts and dates are covered by the “Common Knowledge Exception.” If you picked up any general history of that conflict, they would all relate how the war started in 1870 and that France that led by Louis Napoleon. (Another way to think of the “Common Knowledge Exception” is to call it the “Rule of Three” — if a basic fact is reported in three separate general academic sources, you need not provide a footnote.)

At the same time, if one general source was particularly influential in helping you write a section of your paper (even if you did not need to footnote specific passages from it directly), you can add a footnote like the following.¹

¹ The following paragraph is based on P. Jones, *History of the Franco-Prussian War* (Toronto: Penguin Press, 1999), pp. 20-25.

And what about material covered in class (e.g., basic facts and dates). Generally this material falls under the “Common Knowledge Exception” (i.e., no footnote needed), HOWEVER if students really want to use material from the lectures they should go back to *original* sources whenever possible — especially where specific facts or data are presented or if the words of individual theorists or other experts are presented. For example, imagine the instructor states in class that “some historians consider Louis Napoleon’s strategy during the war to be similar to that used by Alexander the Great.” If you wanted to use that idea in your lecture, you should ask the instructor “which historians said this” and “where did that idea come from” BEFORE you use it in your paper. In other words, you always want to go back to the original source rather than rely solely on the material covered in class. For one thing, as a conscientious academic, you want to make sure that your professor has not made a mistake!

**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.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html 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.

University Policy on Cheating and Academic Misconduct

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

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

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.