

Political Science 9531A

Course Title:	Canadian Politics: Institutions
Day:	Wednesdays
Time:	9:30am to 11:30am
Location:	SSC 4105

Instructor:	Dr. Chris Alcantara
Office Hours:	Wednesdays 11:30am to 12:30pm or by Appointment
Office Location:	SSC 4144
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Prerequisite(s):

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.

Course Description

This course provides an introductory overview of how political scientists study the institutions of Canada. Rather than focusing solely on the nuts and bolts of how particular institutions work, students will instead encounter and grapple with the main theoretical and methodological approaches used in the literature to analyze Canadian institutions. Each week, the instructor and students will focus on a particular approach and discuss its analytical utility by assessing its underlying assumptions and its empirical applications to a variety of institutions. No prior knowledge of Canadian politics is needed, although having such knowledge would be an asset.

Student Learning Outcomes

At the end of this course, students should be able to:

- Articulate why institutions and institutional design are important for influencing the course and events of Canadian political life;
- Explain the dynamics of institutional change in Canada and apply those insights to contemporary political problems;
- Describe and apply the main approaches and perspectives used by political scientists to study institutions in Canada;
- Synthesize and assess information on Canadian political institutions from a variety of academic sources;
- Communicate ideas regarding the nature of Canadian politics in a variety of written and oral mediums to a diverse set of audiences.

PhD-Specific Learning Outcomes

In addition to the learning objectives above, PhD students at the end of this course should be able to:

- Situate new social science literature within the analytical approaches discussed in this course;
- Map out the linkages and areas of disagreement between the various approaches as they relate to Canadian institutions and politics;
- Apply institutionalist lenses and debates to the materials covered in the Canadian comprehensive exam reading list.

Course Materials

A number of books are available for purchase at the bookstore and are on-reserve at the library. We will read either large/small portions of these books or in some cases, the entire book. Approximate portions of the book to be read are listed below besides each book.

Ajzenstat, Janet. 2007. *The Canadian Founding, John Locke and Parliament*, McGill-Queen's University Press. (6 chapters)

Aucoin, Peter and Lori Turnbull and Mark Jarvis. 2011. *Democratizing the Constitution: Reforming Responsible Government*. Toronto: EMP. (3 chapters)

Cross, William. Ed. 2010. *Auditing Canadian Democracy*. Vancouver: UBC Press. (about 2/3s of the book)

Macfarlane, Emmett. 2013. *Governing from the Bench*. Vancouver: UBC Press. (6 chapters)

Morton, F.L. and Rainer Knopff. 2000. *The Charter Revolution and the Court Party*. Peterborough: Broadview Press. (6 chapters)

Russell, Peter. 2004. *Constitutional Odyssey: Can Canadians Become a Sovereign People* (^{3rd} ed.). Toronto: University of Toronto Press. (entire book)

Smith, David. 2007. *The People's House of Commons*. Toronto: University of Toronto Press. (3 chapters)

White, Linda, Richard Simeon, Rob Vipond, and Jenn Wallner, Eds., 2008. *The Comparative Turn in Canadian Political Science* Vancouver: UBC Press. (3 chapters)

Other readings are available from the instructor, online and/or in the library.

Methods of Evaluation

Case Study Paper	5%	<u>Due Week 3 before the start of class</u>
Essay 1	15%	<u>Due Week 6 before the start of class</u>
Essay 2	20%	<u>Due Week 10 before the start of class</u>
Essay 3	25%	<u>Due Week 13 before the start of class</u>
2 Brief Seminar Presentations	10%	<u>Due Week 3 and Week 13</u>
Seminar Participation	25%	<u>Continuous</u>
Total	100%	

Necessary Condition for Passing this Course

In order to receive a passing grade in this course, you must attend at least 10 full classes beginning in week 2. Failure to attend at least 10 classes will result in an automatic failure in the course regardless of the grades received on the written and oral assignments.

Written Assignments

For all written assignments, please use the formatting (double spaced, headings, etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations MUST INCLUDE PAGE NUMBERS for all materials quoted, paraphrased, or summarized. These guidelines are available online at <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal post-2005. Make sure you get a hardcopy published after 2005 when Cambridge University Press took over the journal.

- Case Study Paper: Write a **two to four page paper (maximum)** describing any problem or issue facing any one Canadian political institution of your choosing. Choose a problem/issue and an institution that strongly interests you and provide a concise and general description of the problem/issue, the Canadian political institution, and any other details that you think might be relevant for a non-expert to understand your case study. **Make sure you use at least two academic sources to support your description.** You may draw upon other non-academic sources, as needed.
- Essay 1: Write a **five to seven page essay (maximum)** that applies and assesses any one analytical approach from the previous weeks to analyzing the political problem/issue and institution in your case study paper. The essay should have three parts: First, the paper should begin by describing the analytical approach (1 page maximum). Second, it should apply that approach to the problem/issue at hand, demonstrating how the approach could help you make sense of or perhaps explain the problem/issue and institution (approximately 2-3 pages). Third, the paper should end with an assessment of the approach as it relates to your problem/issue and/or institution (approximately 2-3 pages maximum). **Your paper should only rely on the course readings and the sources you drew upon originally for your case study paper.**

PhD students: Please write an eight to twelve page essay (maximum) following the above instructions except that you are to use, apply, and assess TWO approaches from previous weeks to your problem/issue and institution. As well, the third part of your paper should instead discuss which approach is more convincing rather than simply assessing one approach.

- Essay 2: Same instructions as above except you cannot write about the approaches you wrote about in your previous essay.
- Essay 3: Same instructions as above except you cannot write about the approaches you wrote about in your previous essays.

Oral Assignments

- Brief Seminar Presentations. Students will be responsible for making at least two short presentations during the term.
 - The first presentation, maximum 5 minutes in length, will be on the substance of your case study paper. Please identify your problem/issue, the institution, and why you chose this particular topic (make sure you provide a strong justification for your choices). This presentation will occur in class on week 3.
 - The second presentation, maximum 5 minutes in length, will provide your final assessment of the approaches that we read and discussed throughout the term by answering the following question: which approach or approaches seem to best explain the role and function of Canadian political institutions and/or the politics of Canada? This presentation will occur in class on week 13.
 - Presentations will be evaluated on the following criteria:
 - Presentation style (e.g. clarity and logic of organization and delivery)
 - Presentation substance (e.g. sufficient details about the problem/issue and institution, and justification of argument or substantive choices).
 - **HOW TO DELIVER AN EFFECTIVE PRESENTATION: SOME TIPS**
 - The most important thing you can do is to **PREPARE!** Preparation is 95% of the battle. Prepare the talk well in advance and then **PRACTICE IT** many times.

Presentations “live and die” depending on the amount of time the presenter has put into preparing and practicing it.

- In terms of organization, the first sentence of your presentation should be the title of your talk (“The title of my talk today is...”); the second sentence should be the main argument of the presentation (“The main argument of my presentation is...”); the third sentence should be a quick road map of the structure of the presentation (To develop and defend my argument, I have divided my presentation into three parts. First....). These three sentences are crucial to a good presentation and you should memorize them if possible.
 - In terms of presentation style, eye contact is key! Try to make eye contact with everyone during your presentation, not only the Prof.! You don’t have to look directly at everyone; rather, you can look at the top of their heads or foreheads.
 - Avoid reading off of a prepared text if you can.
 - Minimize distractions – that means if you are sitting, move your computer or water bottle to the side so that they do not form a barrier between yourself and the audience. Don’t hold things in your hands (like pens, or water bottles).
 - Bring a water bottle! Use it to hydrate yourself, but also it can be a great tool when you are stuck. Let’s say you hit a snag in your presentation and can’t remember the next part – you can buy yourself some time by taking a drink of water.
 - When you practice, ask someone to listen to you or film yourself. Minimize hand movements and walking around – use these techniques for emphasizing the three or four crucial points in your presentation. Watch out for “ums” and “ahhs” and “sniffles”, etc. And vary the tone of your voice.
- Seminar Participation. Each week, students will be expected to PARTICIPATE in class discussion on the readings. **There is no grade for attendance.** Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:
 1. demonstrated that they have read, understood, and thought critically about the course materials and themes;
 2. participated in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and offensive language;
 3. showed a willingness to take decisive stands on issues in a way that fostered intelligent conversation;
 4. demonstrated that they are open to changing their opinions as a result of debate and discussion.

Class and Reading Schedule

Each week, read the assigned materials with the following questions in mind. These are the questions we will discuss in class as they relate to the assigned readings:

- What assumptions, (usually about human beings, but it could also be about groups, organizations, or governments), are at the core of the analytical approach?
- To what extent are the assumptions of the approach internally consistent?
- How well does the approach predict and explain political phenomena and outcomes?
- To what extent do the empirical applications of the approach demonstrate the strength and utility of the approach?

- What are the strengths and weaknesses of the approach? (e.g. think about generalizability; universality; prediction; etc.)

Week 1: Introductions, Administrivia and General Discussion

Read the syllabus and be prepared to discuss the following questions:

Getting into graduate school is a major achievement. What were the reasons or factors in your life that allowed you to achieve this distinction?

What are the most pressing problems facing Canada today?

Which Canadian political institutions work really well?

Which institutions are in need of serious reform?

What kinds of things facilitate institutional reform and change?

What kinds of things prevent or work against reform and change?

Week 2: Overview and Traditional Approaches

Hodgson, Geoffrey M. 2006. "What are Institutions?" *Journal of Economic Issues* Vol. XL No. 1 March, pp. 1-25.

Smith, Miriam. 2005. "Institutionalism in the Study of Canadian Politics: The English-Canadian Tradition." In Andre Lecours, ed, *New Institutionalism: Theory and Analysis*, UofT Press, pp. 101-127.

Cairns, Alan. 1986. "The Embedded State: State-Society Relations in Canada," in Keith Banting, ed., *State and Society: Canada in Comparative Perspective*. Toronto: UTP.

Aucoin, Peter. "New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk" *Governance* 25:2 (April, 2012), 177-99.

Evert Lindquist and Graham White, 1997. "Analyzing Canadian Cabinets: Past, Present, and Future," in M. Sharihi and A. Daniels, eds., *New Public Management and Public Administration in Canada* (Toronto: IPAC)

Savoie, D. 1999. "The Rise of Court Government in Canada." *Canadian Journal of Political Science* 32 (4): 635-664.

Week 3: Rational Choice Institutionalism and Game Theory (case study paper due today + presentation #1)

Green, Donald and Ian Shapiro. *The Pathologies of Rational Choice Theory*. Yale University Press. Chapter 2.

James, Patrick. 1998. "Rational Choice? Crisis Bargaining Over the Meech Lake Accord." *Conflict Management and Peace Science* Fall, Vol. 16: 149-184

Walz, Jim and Christopher Alcantara, and Renan Levine. 2014. "Canadian First Ministers' Conferences and Heresthetic Strategies: Explaining Alberta's Position on Multiculturalism at the 1971 Victoria Conference." *Journal of Canadian Studies*. Vol. 48 No. 2: 99-121.

Koop, Royce and Amanda Bittner. 2011. "Parachuted into Parliament: Candidate Nomination, Appointed Candidates, and Legislative Roles in Canada." *Journal of Elections, Public Opinion and Parties* 21 (4): 431-452.

Flanagan, Tom. *Game Theory and Canadian Politics* Toronto: UTP Chapter 2.

Manfredi, Christopher 2003. "Strategic Behaviour and the Canadian Charter of Rights and Freedoms." in Patrick James et al., *The Myth of the Sacred: The Charter, the Courts, and the Politics of the Constitution in Canada*. McGill-Queens University Press.

Kam, Christopher 2000. "Not Just Parliamentary 'Cowboys and Indians': Ministerial Responsibility and Bureaucratic Drift," *Governance* 13: 365-392.

Week 4: Historical Institutionalism Part 1

Broschek, Jorg. 2011. "Conceptualizing and Theorizing Constitutional Change in Federal Systems: Insights from Historical Institutionalism." *Regional and Federal Studies* Vol. 21 No. 4-5: 539-559.

Russell, Peter. 2004. *Constitutional Odyssey: Can Canadians Become a Sovereign People* (^{3rd} ed.). Toronto: University of Toronto Press.

Week 5: Historical Institutionalism Part 2

Macfarlane, Emmett. 2013. *Governing from the Bench*. Vancouver: UBC Press. Introduction and Chapters 1-5.

Alcantara, Christopher and Gary N. Wilson. 2014. "The Dynamics of Intra-Jurisdictional Relations in the Inuit Regions of the Canadian Arctic: An Institutionalist Perspective." *Regional and Federal Studies*. (24) 1: 43-61.

Week 6: Ideational Approaches (essay 1 due today)

Broschek, Jorg. 2010. "Federalism and Political Change: Canada and Germany in Historical-Institutionalist Perspective." *CJPS* 43 (1): 1-24.

Alcantara, Christopher. 2013. "Ideas, Executive Federalism and Institutional Change: Explaining Territorial Inclusion in Canadian First Ministers' Conferences." *Canadian Journal of Political Science*. Vol. 46 No. 1 March, pp. 27-48.

Babich, Kristina and Daniel Beland. 2009. "Policy Change and the Politics of Ideas: The Emergence of the Canada/Quebec Pension Plans." *Canadian Review of Sociology* Vol. 46 No. 3: 253-271.

Bradford, Neil. 2000. "The Policy Influence of Economic Ideas." In Burke et al., *Restructuring and Resistance: Canadian Public Policy in the Age of Global Capitalism*. Fernwood press, pp. 50-79.

Blidook, Kelly. 2010. "Exploring the Role of "Legislators" in Canada: Do Members of Parliament Influence Policy?" *Journal of Legislative Studies* 16 (1): 32-56.

Week 7: Canadian Political Economy

Drache, Daniel. 1978. "Rediscovering Canadian Political Economy." in Clement and Drache, *A Practical Guide to Canadian Political Economy*. Lorimer: pp. 1-53.

Pilon, Dennis. 2006. "Explaining Voting System Reform in Canada: 1874 to 1960," *Journal of Canadian Studies*, 40:3 (Autumn), pp. 135-61.

Gertler, Meric. 2001. "Urban Economy and Society in Canada: Flows of People, Capital, and Ideas." *Isuma: Canadian Journal of Policy Research* (Autumn), pp. 119-130.

McBride, Stephen. 2003. "Quiet Constitutionalism in Canada: The International Political Economy of Domestic Institutional Change." *CJPS* 36:2, pp. 251-274.

MacDonald, Fiona. 2011. "Indigenous Peoples and Neoliberal "Privatization" in Canada: Opportunities, Cautions and Constraints." *CJPS* 44 (2): 257-273.

Flanagan, Tom and Christopher Alcantara. 2004. "Individual Property Rights on Canadian Indian Reserves." *Queen's Law Journal* 29 (2): 489-532.

Week 8: Sociological Institutionalism

Mackay, Fiona and Surya Monro and Georgina Waylen. 2009. "The Feminist Potential of Sociological Institutionalism." *Gender and Politics* Vol. 5 No. 2: 253-262.

Epp, Charles. 1996. "Do Bills of Rights of Matter? The Canadian Charter of Rights and Freedoms." *American Political Science Review* 90, 4, pp.765-779.

Morton, F.L. and Rainer Knopff. 2000. *The Charter Revolution and the Court Party*. Peterborough: Broadview Press, Chapters 1-6.

Week 9: Identity and Canadian Political Institutions

Smith, Miriam. 2009. "Diversity and Canadian Political Development: Presidential Address to the Canadian Political Science Association." *Canadian Journal of Political Science* Vol. 42 No. 4: 831-854.

Ladner, Kiera. 2005. "Up the Creek: Fishing for a New Constitutional Order." *CJPS* 38 (4): 923-953.

Sabin, Jerald. 2014. "Contested Colonialism: Responsible Government and Political Development in Yukon." *CJPS* 47 (2): 375-396.

Nath, Nisha. 2011. "Defining Narratives of Identity in Canadian Political Science: Accounting for the Absence of Race." *CJPS* 44 (1): 161-193.

Findlay, Tammy. 2015. *Femocratic Administration: Gender, Governance, and Democracy in Ontario*. Toronto: UTP. Chapter 2.

Turgeon, Luc and Alain G. Gagnon. 2013. "The Politics of Representative Bureaucracy in Multilingual States: A Comparison of Belgium, Canada and Switzerland." *Regional and Federal Studies* 23 (4): 407-425.

Week 10: Canadian Democracy (essay 2 due today)

Cross, William. Ed. 2010. *Auditing Canadian Democracy*. Vancouver: UBC Press. Chapters 1-4, 6-7, 10.

Aucoin, Peter and Lori Turnbull and Mark Jarvis. 2011. *Democratizing the Constitution: Reforming Responsible Government*. Toronto: EMP. Chapters 1, 2 and 4.

Week 11: Canadian Political Theory

Ajzenstat, Janet. 2007. *The Canadian Founding, John Locke and Parliament*, McGill-Queen's University Press, Chapters 1-5, and 10.

Smith, David. 2007. *The People's House of Commons*. Toronto: University of Toronto Press. Chapters 1, 5 and 8.

Week 12: Can we study Canadian political institutions without the tools of comparative politics?

Vipond, Rob. 2008. "The Comparative Turn in Canadian Political Science." In White, Simeon, Vipond, and Wallner, Eds., *The Comparative Turn in Canadian Political Science* Vancouver: UBC Press.

Montpetit Eric .2008. "A Quantitative Analysis of the Comparative Turn in Canadian Political Science." In White, Simeon, Vipond, and Wallner, Eds., *The Comparative Turn in Canadian Political Science* Vancouver: UBC Press.

Cairns, Alan. 2008. "Conclusion: Are we on the right track?" In White, Simeon, Vipond, and Wallner, Eds., *The Comparative Turn in Canadian Political Science* Vancouver: UBC Press.

Noel, Alain. 2014. "Studying Your Own Country: Social Scientific Knowledge for Our Times and Places." *CJPS* 47 (4): 647-666.

Week 13: Final reflections on the literature, approaches and debates (essay 3 due today + presentation #2)

No reading this week.

Due dates and Non-medical and medical accommodation

Assignments must be submitted on the dates specified above by the beginning of class. **Failure to turn in an assignment on time will result in a penalty of FIVE percentage points for each day or partial day it is late.** Only papers accompanied by a doctor's note (stating that the illness occurred before the due date) or proper documentation in the case of family emergencies will be exempt from late penalties. Please speak to the instructor to arrange for an extension BEFORE the due date. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Essays MUST be submitted online to the appropriate assignment folder in OWL. Students are also responsible for ensuring that their paper has successfully been submitted to the appropriate assignment folder on OWL. Please be aware that internet servers tend to slow down near the deadlines as dozens of

students try to submit their papers at the same time so submit early. No extensions will be granted on the basis of technological failures or unexpected slowdowns with the OWL server.

Under no circumstances should assignments be physically handed in, emailed, or slipped under any door. Students should always keep a copy of any work that is handed in, at least until it is graded and returned. Students should also keep all rough and draft work.

Statement on Contact

If you have questions or concerns, or wish to meet with me in person, you can contact me via email, campus phone, or by attending posted office hours. Please expect at least a 24 hours delay in getting responses to emails, though responses may come sooner. Email contact should be for clarification purposes; more in-depth concerns should be addressed in a scheduled meeting or in office hours

Only emails sent from a valid UWO email address will be read.

Phone contact can only be made during posted office hours; the phone message systems will not be monitored. Alternative appointment times may be arranged if the office hours are not accessible.

The most preferred form of contact is in person. I am more than happy to meet with students during posted office hours or by mutually convenient appointment.

Statement on Use of Electronic Devices

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. **All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don't do it.**

Statement on Academic Offences

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

Statement on Turnitin:

“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>).”

Students may NOT use the DRAFT option from any other course and doing so will result in a 0 on the paper.

APPENDIX TO COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

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

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

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

Duplication of work

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

Grade adjustments

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

Academic Offences

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

Submission of Course Requirements

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

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

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

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

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

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

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

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

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

footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

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

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

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

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

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

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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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.