

The Politics of Race
The University of Western Ontario
POL4204/9756
Fall 2012

Professor: Caroline Dick
Time: Monday 1:30-3:20 p.m.
Classroom: SSC 4103

Office: SSC 4088
Email: cdick4@uwo.ca
Office Hours: Monday 11:20-1:20 p.m.

Prerequisite(s): POL2230E
Antirequisite(s): None

IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have **not** taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be **ineligible** for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

COURSE DESCRIPTION:

This course will focus on the politics of race in North America with a view to assessing how, when and with what impact social, economic and political life have been informed by and continue to be informed by the politics of race. The course is predicated on examining the ways in which the white experience is institutionalized in political, economic, legal, and cultural structures so as to understand how benefits and burdens flow to citizens based on their racial, ethnic, and Indigenous status. The course will begin by introducing students to critical race theory and readings on race, whiteness, and colonialism. In the second part of the course, attention will shift to the political realm and the significance of race to elections, candidate evaluation, and representation. The final part of the course will focus on key policy areas, including criminal justice, child custody, and immigration and welfare state policies to critically assess whether the institutionalization of whiteness in law and public policy has been challenged successfully and what role race continues to play in these policy realms.

Course Materials

Many of the readings are available electronically. Those that are not available electronically are marked with a *.

Email

The Professor will respond to email and will do her best to reply within 48 hours. Emails sent on the weekend will be answered on Monday. Please do not send email messages via OWL. Do note that university policy precludes Professors from responding to email messages that were not sent from a Western email account. Note, also, that grades may not be discussed via email.

Web Site

There is a web site set up for this course at <https://owltoo.uwo.ca>. The course syllabus, links to certain readings and legal cases, and links to turnitin.com will be posted on the web site, as will important class announcements. Accordingly, students should check the web site regularly.

Turnitin

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

Assignments can be submitted to turnitin.com through OWL. Note that assignments have not been submitted “on time” unless they have been submitted to turnitin.com *prior* to being submitted in hard copy form at seminar. A copy of your turnitin receipt must be attached to your work.

Academic Offences (Graduate Students)

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

Evaluation

Participation 20%

Critical Literature Reviews 30%

Seminar Assignment 20%

Essay Proposal 5% (Due November 12)

Research Essay 25% (Due December 3)

Participation

Course participation constitutes a weekly assignment. Participation grades will be assigned for each week’s class and will be based on the quality of the contribution made to the seminar discussion in accordance with the guidelines below. More specifically, the grades assigned will

reflect *whether a student's contribution to class discussions demonstrates a familiarity with, and understanding of, the week's readings*. Students who attend seminar, but do not contribute orally to the seminar discussion, will be **assigned a grade of zero** for the week. **Students who do not attend at least 8 seminars between weeks 2-12 will not pass the course or receive a course credit.** Students who find participating in class discussions challenging are encouraged to come to class with prepared discussion questions to pose to the class.

Participation Grading Guide

Grade		Discussion	Reading
85-100	Always	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
75-84	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
65-74	Frequent	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
50-64	Occasional	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-49	Rare	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

Critical Literature Review

Undergraduate students will submit either 2 or 3 critical literature reviews of the weekly readings at two (or three) different seminars. Where an undergraduate student chooses to submit 3 critical analyses, only the two highest marks received will count towards his or her grade. Graduate students will write 3 critical literature reviews of the weekly readings at three different seminars.

Students may choose the seminars in which to submit their critical literature reviews, subject to two conditions. First, *students must hand in at least one critical literature review during weeks 2 through 8 of the course*. Second, *students must submit a critical literature review for the week in which they are scheduled to lead the seminar*.

Each critical literature review must be **no more than 5 pages** in length and will examine **at least two** of the week's readings. **Students may not exceed the 5 page limit (double-spaced, using standard margins and 12 point font)**. Staying within the page limit is a part of the assignment.

Critical literature reviews must be handed in *before* the class in which the readings in question are to be discussed. Critical literature reviews must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. Assignments must be submitted in hard copy form **with a turnitin receipt attached**. Email submissions will not be accepted. Note that late penalties do not apply to critical literature reviews and that *no extensions will be granted*.

The purpose of the critical literature review is for students to identify **one** central question, issue, theme, or debate that animates the literature and to reflect critically on this aspect of the literature. To this end, only a *very small portion* of a review should be devoted to summarizing the readings or outlining the authors' arguments. Instead, students should 1) identify one question (**posed in question form**) to be discussed in the analysis; 2) provide a very brief (comparative) outline of the principal arguments and/or approaches of the **authors in relation to the specific question identified**; and 3) most importantly, offer a critical assessment of the readings around the question identified, setting out the student's own observations, opinions, and critiques.

This is not an argumentative essay in which students marshal evidence from the readings in order to advance a thesis or enter a policy debate. Instead, students are asked to compare, contrast, and critically assess *how* different scholars study a common question. In this respect, students should think of the assignment as a comparative *critical* literature review. Students should focus on the *relationship* between the readings by comparing and contrasting how the authors study, approach, and answer *a common question*. Accordingly, the nature of the critique that students provide should be *comparative*. The idea is to use one reading to find weaknesses or strengths in others. It is the *interplay between the readings* and how they stand *in relation to each other* that is the focus of the assignment. What are the ramifications of one author's work for another author's work? Does one author build upon the work of another? Would one author's work benefit from the insights of another's work? Does one reading reveal a fundamental flaw in another? Can we piece together a more complete answer to the question

identified by combining the answers of several authors? These are the kinds of questions that students should be thinking about when fashioning their critiques.

Seminar Assignment

Commencing in week 3 of the course, each student will be responsible for leading the seminar. A sign up sheet is posted on my office door.

There are two components to this assignment. First, students will make a brief presentation to the class in which they present their own views and observations about the week's readings. The content and structure of your presentation should resemble the content and structure of a critical analysis. This means that students should focus on questions and themes that cut across the week's readings, rather than simply summarizing the readings. Presentations may not run for more than **10 minutes**, and may be shorter.

Second, students will lead the class in discussion by posing questions that draw out themes and debates in the required readings and *engaging the class around those issues*. Accordingly, in addition to being assessed on their ability to identify relevant debates, themes, and issues, students will be evaluated on their ability to stimulate discussion among their classmates. Students are welcome to introduce news stories about current events that are relevant to the week's readings if they would like to.

In most weeks, more than one student will be scheduled to present to the class. Students scheduled for the same seminar may choose to run the seminar jointly, though there is no requirement to do so. Nonetheless, where students scheduled for the same week choose not to work jointly, they should communicate with one another about the focus of their presentations and discussion questions in order to avoid undue repetition.

Research Essay and Proposal

Undergraduate students will write a 3000 word research paper to be submitted at the beginning of the last seminar of the term. Graduate students will write a 4000 word paper with the same due date. Students are free to formulate any topic that they see as relevant to the course in consultation with the Professor.

Students must seek approval of their research paper topic in **week 10** of the term by submitting a brief written proposal at the start of class. The essay proposal will 1) outline the suggested topic for study; 2) provide either a guiding research question or thesis statement; and 3) include an annotated, working bibliography, which identifies the central thrust of each book or article listed and its relevance to the stated research topic. Of course, students are welcome to discuss their essay topics with the instructor in advance of submitting the written proposal.

Essays are due at the start of the final seminar (ie. before class commences). Essays must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. As a general guide, undergraduate papers should include a bibliography with *no fewer than 8* academic sources. Graduate students' papers should include a bibliography with *no*

fewer than 10 academic sources. While it is acceptable to incorporate some class readings into the essay, as this is a research paper, class readings should not constitute a large percentage of the student bibliography.

Essays must be double spaced, submitted in hard copy form with a turnitin receipt attached. Email submissions will not be accepted. Extensions only will be granted where recommended by Academic Counselling. A 2% penalty per day will be assessed to late assignments without extensions.

Seminar Schedule

Week 1. September 10

Introduction

Week 2. September 17

Race and the Academy: Why Study Race?

*Wallis, Maria and Augie Fleras. "Introduction." In *The Politics of Race in Canada: Readings in Historical Perspectives, Contemporary Realities, and Future Possibilities*, ed. Maria Wallis and Augie Fleras, x-xxiv. Don Mills, Ontario: Oxford University Press, 2009.

*Schick, Carol. "Keeping the Ivory Tower White: Discourses of Racial Domination." In *Race, Space, and the Law: Unmapping a White Settler Society*, ed. Sherene H. Razack, 99-119. Toronto: Between the Lines, 2002.

Thompson, Debra. "Is Race Political?" *Canadian Journal of Political Science* 41, 3 (2008): 525-547.

Week 3. September 24

Critical Race Theory: Decolonization and Whiteness

*Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 1963. (vii-xvi; xxviii-xxxi; 1-6; 145-161; 170-180 only).

*McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women's Studies." In *Race, Class, and Gender: An Anthology*, 3d ed., ed. Margaret L. Andersen and Patricia Hill Collins, 94-105. Belmont, California: Wadsworth Publishing, 1998. (94-99 only).

*Haney-López, Ian. *White by Law: The Legal Construction of Race*, rev. ed. New York: New York University Press, 2006. (xxi-xxii; 109-116; 120-134 only).

Week 4. October 1
Representations of Race

*Davis, Angela Y. "Rape, Racism and the Myth of the Black Rapist." In *Women, Race and Class*, 172-201. New York: Vintage Books, 1983.

*Francis, Daniel. "Red Coats and Redskins." In *The Imaginary Indian: The Image of the Indian in Canadian Culture*, 61-82. Vancouver: Arsenal Pulp Press, 1992. **(61-72 only)**.

*Warry, Wayne. "The Media: Sustaining Stereotypes." In *Ending Denial: Understanding Aboriginal Issues*, 69-84. Peterborough: Broadview Press, 2007. **(69-76 only)**.

Widdowson, Frances and Albert Howard. "Justifying the Indefensible? 'Chosenness', Difference and Political Conflict." Paper delivered at the Annual Meeting of the Canadian Political Science Association, Montreal, Quebec, 1-3 June 2010.

***link available in course web site.**

Week 5. October 8
Thanksgiving: No Class

Week 6. October 15
Race and Ideology: The Complexities of Racial Politics and Coalition Building

*Dawson, Michael C. *Black Visions: The Roots of Contemporary African-American Ideologies*. Chicago: University of Chicago Press, 2001. **(1-3; 10-23; 29-33 and 315-321 only)**.

*hooks, bell. "Representations: Feminism and Black Masculinity." In *Yearning: Race, Gender and Cultural Politics*, 65-77. Toronto: Between the Lines, 1990.

*Rochmes, Daniel A. and G.A. Elmer Griffin. "The Cactus That Must Not be Mistaken for a Pillow: White Racial Formation Among Latinos." In *Racializing Justice, Disenfranchising Lives*, ed. Manning Marable, Ian Steinberg and Keesha Middlemass, 197-213. New York: Palgrave Macmillan, 2007.

Week 7. October 22
Race and Elections

*Mendelberg, Tali. "A Theory of Racial Appeals." In *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*, 3-27. Princeton, New Jersey: Princeton University Press, 2001.

Valentino, Nicholas A., Vincent Hutchings and Ismail K. White. "Cues that Matter: How Political Ads Prime Racial Attitudes During Campaigns." *American Political Science Review* 96, no. 1 (2002): 75-90.

Terkildsen, Nayda. "When White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring." *American Journal of Political Science* 37, 4 (1993): 1032-1053.

Week 8. October 29 (LAST CHANCE TO SUBMIT CA 1**)**
The Election of Barack Obama

Andersen, David J. and Jane Junn. "Deracializing Obama: White Voters and the 2004 Illinois U.S. Senate Race." *American Politics Research* 38, 3 (2010): 443-470.

Metzler, Christopher J. "Barack Obama's Faustian Bargain and the Fight for America's Racial Soul." *Journal of Black Studies* 40, 3 (2010): 395-410.

Edge, Thomas. "Southern Strategy 2.0: Conservatives, White Voters, and the Election of Barack Obama." *Journal of Black Studies* 40, 3 (2010): 426-444.

Week 9. November 5
Race and Representation

Mansbridge, Jane. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61, 3 (1999): 628-657. (**628-641 only** though the presenter(s) may wish to read on).

Bobo, Lawrence and Franklin D. Gilliam Jr. "Race, Sociopolitical Participation and Empowerment." *American Political Science Review* 84, 2 (1990): 377-393.

Gay, Claudine. "The Effect of Black Congressional Representation on Political Participation." *American Political Science Review* 95, 3 (2001): 589-602.

Baker, Andy and Corey Cook. "Representing Black Interests and Promoting Black Culture: The Importance of African American Descriptive Representation in the U.S. House." *Du Bois Review* 2, 2 (2005): 227-246.

Week 10. November 12 (ESSAY PROPOSAL DUE**)**
Race and Child Custody: What is in the 'Best Interests of the Child'?

Kline, Marlee. "Child Welfare Law 'Best Interests of the Child' Ideology and First Nations." *Osgoode Hall Law Journal* 30 (1992): 375-426.

Bunting, Annie. "Complicating Culture in Child Placement Decisions." *Canadian Journal of Women and the Law* 16 (2004): 137-164.

Maldonado, Solangel. "Race, Culture, and Adoption: Lessons from *Mississippi Band of Choctaw Indians v. Holyfield*." *Columbia Journal of Gender and Law* 17, 1 (2008): 1-43.

Williams, Charmaine C. "Race (and Gender and Class) and Child Custody: Theorizing Intersections in Two Canadian Court Cases." *National Women's Studies Association Journal* 16, 2 (2004): 46-69. **(46-47 and 50-59 only)**

Kassel v. Louie (2000), R.F.L. (5th) 144 (B.C.S.C.).

***link available in course web site.**

Week 11. November 19

Race and the Criminal Justice System: Racial Profiling and the 'War on Drugs'

*Tanovitch, David M. "The War on Drugs." In *The Colour of Justice: Policing Race in Canada*, 87-95. Toronto: Irwin Law Inc., 2006. **(87-90 only)**

del Pozo, Brandon. "Guided by Race: An Ethical and Policy Analysis of Racial Profiling in Law Enforcement Decisionmaking." *Queensland University of Technology Law and Justice Journal* 1 (2001): 266-303. **(266-287 only)**

*Murdocca, Carmella. "National Responsibility and Systemic Racism in Criminal Sentencing: The Case of *R. v. Hamilton*." In *The "Place" of Justice*, ed. Law Commission of Canada, 67-94. Black Point, N.S.: Fernwood Publishing, 2006.

*King, Ryan Scott. "Jim Crow is Alive and Well in the Twenty-First Century: Felony Disenfranchisement and the Continuing Struggle to Silence the African American Voice." In *Racializing Justice, Disenfranchising Lives*, ed. Manning Marable, Ian Steinberg and Keesha Middlemass, 247-263. New York: Palgrave Macmillan, 2007. **(247-254 only)**.

Week 12. November 26

Race, Immigration and the Welfare State

Abraham, David. "Doing Justice on Two Fronts: The Liberal Dilemma in Immigration." *Ethnic and Racial Studies* 33, 6 (2010): 968-985.

*Borjas, George J. "Do Blacks Gain or Lose from Immigration?" In *Help or Hindrance? The Economic Implications of Immigration for African Americans*, ed. Daniel S. Hamermesh and Frank D. Bean, 51-74. New York, Russell Sage Foundation, 1998. **(51-52, 69 and 71 only)**.

Gay, Claudine. "Seeing Difference: The Effect of Economic Disparity on Black Attitudes toward Latinos." *American Journal of Political Science* 50, 4 (2006): 982-997.

Banting, Keith. "Canada as Counter-Narrative: Multiculturalism, Recognition and Redistribution." Paper delivered at the Annual Meeting of the Canadian Political Science Association, London, Ontario, 2 June 2005.

***link available in course web site.**

Week 13. December 3 (RESEARCH ESSAY DUE**)**

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

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

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

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*)

(<http://www.westerncalendar.uwo.ca/>)

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

Duplication of work

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

Grade adjustments

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

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

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

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

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

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

Plagiarism

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

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

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

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

PLAGIARISM*

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

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

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

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

indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

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

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

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

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

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