

**UNIVERSITY OF WESTERN ONTARIO  
POLITICAL SCIENCE 3200E  
UNDERSTANDING SEPTEMBER 11TH  
2013-2014**

ph: (519) 661-2111, ext. 85177

Term Office Hours:

Social Science Centre 4143: first term: Thursday 1:30-3:30 Friday 2:30-3:30

Dr. R. VandeWetering

Fri 12:30-2:30

SSC 4105

E-mail: Please check your UWO e-mail account for periodic messages. My e-mail address is rvandewe@uwo.ca. When you e-mail me, put in the subject heading "3200-your last name". This will help prevent your message being deleted as spam.

**Important Notice Re: Prerequisites/Antirequisites** *Please Note: 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 an 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 prerequisites, 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.*

**Prerequisites:** Politics 2231E or International Relations 2701E

### **Course Description**

The events of September 11th provided a challenge to international relations theorists. How did one explain what had happened? What was the significance of the event? What would happen next? In this course we will examine the responses of various theorists to September 11th. We will focus mainly on American and British writers in the period 2001-2006 representing the prominent schools of I.R. theory. The course will begin with a general overview of the schools. We will then look at the events of September 11th before moving on to the reactions of the various writers (the bulk of the course). Associated themes will include "Terrorism", "Anti-Americanism", "American Exceptionalism", "Imperialism", "Legitimacy", "Democracy", "Evil", "Globalization", "International Law", and "Progress".

### **Required Textbooks**

Burke, Jason. Al-Qaeda. London: I.B. Taurus, 2003/2004.

National Commission on Terrorist Attacks upon the United States. 9/11 Commission Report. New York: W.W. Norton, 2004.

### **Optional Textbooks** (there are copies available in the library)

Baylis, John, Steve Smith, Patricia Owen, eds. The Globalization of World Politics (2nd to 5th edition). Oxford: Oxford University Press, 2001 to 2011.

### **Evaluation**

Presentation	20%	
1st term Essay	25%	December 6 at the beginning of class
2nd Term Essay	25%	March 21 at the beginning of class
Final Exam	30%	

**Note:** one of the goals of this course is to familiarize you with an array of I.R. theories. Therefore you may not do both of your essays and your presentation on one 'school' (e.g. the Realists).

**Essays:** 3000 words (not including bibliography or footnotes); typed; double-spaced; you must keep a copy for yourself and you must keep your notes and rough drafts; if you make a reference to or quote from the internet, you must print the page cited, highlight the quote, and include it with the essay as an appendix. Include page numbers with every non-internet reference. Include a title page—please do not put your name on the inside of the essay; also include your e-mail address on the title-page. Note: your essay may be checked against an electronic database. **Late Proposals:** You must submit an essay proposal during a meeting with me at my office. A sign-up sheet will be posted on my office door. The late penalty for essay proposals is **5% per day** off your essay mark. Contact me if your proposal will be late. **Late essays:** Papers must be submitted to me **personally** in class, during office-hours, or at times specified on or before the due-date. Do not place papers under the instructor's door. Extensions will only be granted in exceptional—and properly documented—medical circumstances, and by prior arrangement with instructor. Computer problems do not qualify as an excuse: prepare your essay assuming that you will have problems with your hard drive. Late papers will be penalized **10% per day**, including weekends. Social science students should refer to <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> if you have a problem.

**Presentations:** One person per week. There will be several weeks where two people will present together. A handout laying out expectations for the presentation will be distributed shortly. You will be able to sign up for your presentation on Wednesday, September 25th; the list will be posted on my office door by 9:00 A.M..

**Final:** 3 hours. 3 essay questions (in essay format: intro, thesis, conc); a choice will be provided.

**Collections On Reserve:**

Booth, Ken and Tim Dunne, eds. Worlds in Collision. Basingstoke, U.K.: Palgrave MacMillan, 2002.

Brunn, Stanley D., ed. 11 September and its Aftermath. London: Frank Cass, 2004.

Calhoun, Craig, Paul Price, Ashley Trimmer, eds. Understanding September 11. New York: New Press-W.W. Norton, 2002.

Talbott, Strobe and Nayan Chandra, eds. The Age of Terror. New York: Basic Books, 2001.

**1st term seminar schedule**

	Topic	Presenter's extra reading:	Compulsory readings for the week: A. Pre-Sept 11 article/excerpt B. Post-Sept 11 article
Sept 13	1. Introduction 2. Overview of Theories	<i>While reading: note words used by Burke and the 9/11 Commission describing the US, AQ, and OBL; note words linked to 'terrorism'</i>	1. <u>9/11 Commission Report</u> , 47-70. 2. Burke, 1-100.
Sept 20	1. Overview of Theories 2. Important questions	<i>What makes an event significant?</i>	1. Burke, xxi-xxvii, 101-253.
Sept 27	1. Important questions <b>Sept 25: SIGN UP for Presentations</b>	<i>What is Al-Qaeda? Who is Osama Bin Laden? What is terrorism? Compare OBL's pre-911 language to his post-911 language—what is different?</i>	1. <u>9/11 Commission Report</u> , 108-253. 2. "Letter to the American People" 3. "Osama bin Laden's Declaration of War" (google both)

Oct 4	1. Important questions 2. The events of September 11th	<i>What is the United States?</i>	1. <u>9/11 Commission Report</u> , 254-77, 1-46. 2. Burke, 234-53. 3. "Letter to the American People" 4. "Osama bin Laden's Declaration of War"
Oct 11	Kenneth Waltz <b>Essay Proposal Appt Oct 10</b>	Waltz. <u>Theory of International Politics</u> . Boston: McGraw-Hill, 1979.	A. Waltz, <u>Theory of International Politics</u> . pp. 102-128. B. Waltz, "The Continuity of International Politics" in Booth, 348-53.
Oct 18	Immanuel Wallerstein	Wallerstein. <u>The Decline of American Power</u> . New York: New Press, 2003.(chaps 2-8) Hobden, Steve and Richard Wyn Jones, "World-System Theory" in <u>The Globalization of World Politics (1st ed.)</u> , eds. John Baylis and Steve Smith. Oxford: Oxford University Press, 1997. pp. 128-42 Wallerstein. <u>Politics of the World-Economy</u> . Cambridge: Cambridge University Press, 1984. Chap 13.	A. Hobden, Steve and Richard Wyn Jones, "World-System Theory" in <u>The Globalization of World Politics (1st ed.)</u> , eds. John Baylis and Steve Smith. Oxford: Oxford University Press, 1997. pp. 136-139. A. Wallerstein and Terence K. Hopkins, eds. <u>The Age of Transition</u> . London: Zed, 1996. chaps. 1 and 9. A. Wallerstein, <u>The Decline of American Power</u> . pp. 100-23. B. Wallerstein, "The Eagle has Crash Landed" in <u>Foreign Policy (No 131, July/Aug 2002)</u> . pp. 60-8. B. Wallerstein, "America and the World: The Twin Towers as Metaphor" in Calhoun, pp. 345-60 or www.ssrc.org/sept11/essays.
Oct 25	Francis Fukuyama	Fukuyama. "The End of History" in <u>The National Interest (16, Summer 1989)</u> . pp. 3-18. Fukuyama. <u>The End of History and the Last Man</u> . London: Hamish Hamilton or Penguin, 1992.	A. Fukuyama, "By Way of an Introduction" in <u>The End of History and the Last Man</u> . pp. xi-xxiii B. Fukuyama, "Has History Started Again?" in <u>Policy (Vol 18, no. 2, Winter 2002)</u> , pp. 3-7 or "History and September 11" in Booth 27-35 (same article).
Nov 1	HOLIDAY		
Nov 8	Robert Keohane	Keohane and Joseph Nye Jr. <u>Power and Interdependence (3rd ed.)</u> . New York: Addison, Wesley, Longman, 2001.	A. Keohane and Nye, <u>Power and Interdependence (3rd ed.)</u> . pp. 193-202, 220-63. B. Keohane, "The Globalization of Informal Violence, Theories of World Politics, and the 'Liberalism of Fear'" in <u>Dialog-IO (Spring 2002)</u> , pp. 29-43 or Calhoun, 77-91.
Nov 15	Jean Baudrillard	Baudrillard. <u>Jean Baudrillard: Selected Writings (2nd ed)</u> , ed. Mark Poster. Cambridge: Polity, 2001. pp. 101-291	A. Baudrillard, <u>The Gulf War Did Not Take Place</u> , trans. Paul Patton. Indianapolis: Indiana University Press, 1995. pp. 61-87. A. Baudrillard, <u>Fragments</u> , trans Chris Turner. London: Routledge. pp. 71-82 B. Baudrillard, <u>The Spirit of Terrorism</u> . London: Verso, 2002. pp. 1-34, 87-105.

Nov 22	Benjamin Barber	Barber. <u>Jihad vs. McWorld (1995 edition)</u> . New York: Ballantine, 1995.	A. Barber, "Jihad vs. McWorld" in <u>The Atlantic Monthly (Vol 269, No 3, March 1992)</u> . pp. 53-63. B. Barber, "2001 Introduction" in <u>Jihad vs. McWorld (2001 edition)</u> . New York: Ballantine, 2001. pp. xi-xxxii.
Nov 29	J. Anne Tickner	Tickner. <u>Gender in International Relations</u> . New York: Columbia University Press, 1992.	A. Tickner, <u>Gender in International Relations</u> , pp. 127-144 B. Tickner, "Feminist Perspectives on 9/11" in <u>International Studies Perspectives (2002, 3)</u> (Oxford: Blackwell, 2002). pp. 333-350.
Dec 6	Samuel Huntington  <b>ESSAY DUE AT BEGINNING OF CLASS</b>	Huntington. <u>The Clash of Civilizations and the Remaking of the World Order</u> . New York: Touchstone, 1997.	A. Huntington, "The Clash of Civilizations" in <u>Foreign Affairs (Vol 72, no 3, Summer 1993)</u> . pp. 22-50. B. Steinberger, Michael and Huntington, "A Head-On Collision of Alien Cultures" in <u>The New York Times (Oct 20, 2001)</u> . p. A13. Available via Proquest Historical Newspapers. B. Huntington. "The Age of Muslim Wars" in <u>Newsweek (Dec 2001-Feb 2002 Special Davos Edition)</u> . New York: Newsweek International, 2001. pp. 8-13.

## 2nd Term Seminar Schedule

Jan 10	Michael Mann	Mann. <u>The Sources of Social Power (Vols. I, II)</u> . Cambridge: Cambridge University Press, 1986, 1993. Vol I: chaps 1, 2, 11, 15, 16, plus pp. 161-7, 172-3, 190. Vol II: all.	A. Mann, <u>The Sources of Social Power Vol. I</u> : pp. 1-6, 17-33; Vol II: pp. 1-6. B. Mann, "Globalization and September 11" in <u>The New Left Review (Second Series, 12, Nov/Dec 2001)</u> . pp. 51-72. B. Mann, <u>Incoherent Empire</u> . London: Verso, 2003. pp. 1-17.
Jan 17	Paul Kennedy	Kennedy. <u>The Rise and Fall of the Great Powers</u> . New York: Random House, 1987. Kennedy. <u>Preparing for the Twenty-First Century</u> . New York: Random House, 1993.	A. Kennedy, <u>The Rise and Fall of the Great Powers</u> . pp. xv-xxv, 514-540; Kennedy, <u>Preparing for the Twenty-First Century</u> . pp. 329-349. B. Kennedy, "Maintaining American Power: From Injury to Recovery" in Talbott, 55-79.
Jan 24	Niall Ferguson  <b>Essay Proposal Appt Jan 23</b>	Ferguson. <u>The Cash Nexus</u> . London: Unwin, 2001.	A. Ferguson, <u>The Cash Nexus</u> . pp. 387-423. B. Ferguson, "Clashing Civilizations or Mad Mullahs: The United States Between Informal and Formal Empire" in Talbott, 115-41.
Jan 31	James Der Derian	Der Derian. <u>Virtuous War</u> . Boulder: Westview, 2001. (Use 1st edition)	A. Der Derian, <u>Virtuous War</u> , pp. xi-xxii, 23-46. A. Der Derian. <u>Anti-diplomacy</u> . Cambridge. U.S.: Blackwell, 1992. pp. 73-118. B. Der Derian, " <u>In Terrorem</u> : Before and After 9/11" in Dunne, 101-17.

Feb 7	Kathryn Sikkink	Sikkink and Margaret Keck. <u>Activists Beyond Borders</u> . Ithaca: Cornell University Press, 1998.	A. Finnemore, Martha and Sikkink, "International Norm Dynamics and Political Change" in <u>International Organization</u> (52, 4, Autumn 1998), pp. 887-917. A. Sikkink and Keck, <u>Activists Beyond Borders</u> , pp. 1-38. B. Sikkink, "A Human Rights Approach to Sept. 11" at <a href="http://www.ssrc.org/sept11/essays">www.ssrc.org/sept11/essays</a> .
Feb 14	Colin Gray	Gray. <u>War, Peace, and Victory</u> . New York: Simon and Schuster, 1990.	A. Gray. <u>War, Peace, and Victory</u> , pp. 9-18, 55-8, 66-78, 347-57. B. Gray, "Realism Vindicated" in Booth, 226-34.
Feb 21	<b>Reading Week</b>		
Feb 28	Robin Morgan	Morgan. <u>The Demon Lover: The Roots of Terrorism (2001 edition)</u> . New York: Washington Square Books, 2001.	A. Morgan, <u>The Demon Lover (1989 or 2001 ed.)</u> . pp. 23-33, 51-84, 321-48. B. Morgan, <u>The Demon Lover (2001 ed.)</u> . pp. xiii-xxvi, xlii, 397-417.
Mar 7	David Held	Held. <u>Democracy and the Global Order</u> . Cambridge: Polity, 1995.	A. Held, <u>Democracy and the Global Order</u> . Pp. 147, 171-2, 176-88, 192-4, 267-86. B. Held, "Violence, Law, and Justice in a Global Age" in <u>Constellations (Vol 9, no 1, 2002)</u> . Oxford: Blackwell, 2002. pp. 74-88 <i>or</i> Calhoun, 92-105 <i>or</i> <a href="http://www.ssrc.org/sept11/essays">www.ssrc.org/sept11/essays</a> .
Mar 14	Neo-Conservatism: Kagan, Kristol and Podhoretz	Kagan, Robert and William Kristol, eds. <u>Present Dangers</u> . San Francisco: Encounter, 2000.	A. Kristol, William and Robert Kagan, "Introduction" in <u>Present Dangers</u> , pp. 3-43. B. Podhoretz, "World War IV: How It Started, What It Means, and Why We Have to Win" in <u>Commentary (Sept 2004, 118, 2)</u> . pp. 17-54.
Mar 21	Noam Chomsky <b>ESSAY DUE AT THE BEGINNING OF CLASS</b>	Chomsky. <u>The Chomsky Reader</u> , ed. James Peck. New York: Pantheon, 1987, esp. pp. 183-202. Chomsky, "The Relevance of Anarcho-Syndicalism"[1976] in <u>Chomsky on Anarchism</u> , ed. Barry Pateman. Edinburgh: A.K. Press, 2005. pp. 133-148.	A. Chomsky, <u>The Chomsky Reader</u> , pp. 16-55, 315-38. B. Chomsky, Noam. 9-11. San Francisco: Seven Stories Press, 2001. pp. 39-57, 119-28.
Mar 28	Review 1: The 9/11 Commission: historical analysis and strategy	<i>What would our theorists want to add to its version of pre-911 history? What would they say is wise about its post-911 strategies? Which leg of the "tripod"(363) would be most important?</i>	1. <u>9/11 Commission Report</u> , pp. 47-70, 361-98.
Apr 4	Review 2: Conclusion		

### Sample exam questions

1. "9/11 was not a significant event." What would x and 2 other theorists say about this statement? Remember to define 'significance'.
2. "The concept of 'significance' is not a useful concept when discussing September 11th." What would x and 2 other theorists say about this statement?
3. "A theorist is more likely to see 9/11 as significant if an idea of 'progress' is part of their theory." What would x and 2 other theorists say about this statement?
4. "September 11th proved that religion matters in International Relations." What would x and 2 other theorists say about this statement?
5. "9/11 had little effect on the theoretical positions of most theorists." What would x and 2 other theorists say about this statement?
6. "The rise of Al Qaeda is a significant development in world politics." What would x and 2 other theorists say about this statement?
7. "The United States is the biggest problem in global politics." What would x and 2 other theorists say about this statement?
8. "Burke's definition of Al Qaeda is insufficient." What would x and 2 other theorists say about this statement?
9. "Liberals take 9/11 more personally than other theorists." What would x and 2 other theorists say about this statement? at least one must be a Liberal, and at least one must be a non-Liberal.
10. "9/11 was a lashing out against the hegemon/the idea of the hegemon." What would x and 2 other theorists say about this statement?
11. "Realism does a terrible job of explaining 9/11." What would x and 2 other theorists say about this statement? at least one must be a Realist, and at least one must be a non-Realist.
12. "Marxism does a terrible job of explaining 9/11." What would x and 2 other theorists say about this statement? at least one must be a Marxist, and at least one must be a non-Marxist.
13. "The idea of 'binary opposites' is useful for discussing 9/11." What would x and 2 other theorists say about this statement?
14. "9/11 was an attack on globalization." What would x and 2 other theorists say about this statement?
15. "9/11 was a result of a clash of civilizations." What would x and 2 other theorists say about this?
16. "The U.S. is a terrorist organization on par with Al Qaeda." What would x and 2 other theorists say about this statement?
17. "9/11 was an attack on statism." What would x and 2 other theorists say about this statement?
18. "Al Qaeda is a force for progress." What would x and 2 other theorists say about this statement?
19. "9/11 was significant because of its effect on the goal of global democracy." What would x and 2 other theorists say about this statement?
20. "The U.S. is an empire, and this caused 9/11." What would x and 2 other theorists say about this statement?
21. "9/11 signalled that states are declining as an actor in International Relations." Discuss What would x and 2 other theorists say about this statement?
22. "Enlightenment values are threatened by the forces associated with Al Qaeda." What would x and 2 other theorists say about this statement?
23. "The problem of Al Qaeda is best dealt with by economic development." What would x and 2 other theorists say about this statement?
24. "The American media helped make the U.S. vulnerable to September 11th." What would x and 2 other theorists say about this statement?
25. "The idea of 'the Other' is useful for discussing 9/11." What would x and 2 other theorists say about this statement?
26. "9/11 signalled that the United States is declining as an actor in International Relations." What would x and 2 other theorists say about this statement?
27. "The problem of Al Qaeda is best dealt with by encouraging democracy." What would x and 2 other theorists say about this statement?
28. "American overstretch caused 9/11." What would x and 2 other theorists say about this statement?
29. "September 11th was the first step to a better world." What would x and 2 other theorists say about this statement?
30. "Most theoretical responses to September 11th are merely attempts to rationalize the status quo." Discuss using x and 2 other theorists.
31. "September 11th was not the result of too little democracy; rather it was the result of too much." What would x and 2 other theorists say about this statement?
32. "9/11 proves that the United States is needed as a world policeman." What would x and 2 other theorists say about this statement?
33. "Globalization was the cause of September 11th." What would x and 2 other theorists say about this statement?
34. "9/11 raised the issue of the legitimacy of states." What would x and 2 other theorists say about this statement?
35. Kegley and Wittkopf suggest that a theory has several tasks: it should "describe, explain, or predict phenomenon, and make prescriptions about how positive change ought to [be] engineered to realize particular ethical principles." How well do 3 theories (each exemplified by 1 theorist) do with respect to each of these tasks when it comes to September 11th?
36. "Foundational assumptions blind theorists to the meaning of 9/11." What would x and 2 other theorists say about this statement?

**ESSAY PROPOSAL(your copy–fill out the one below for your professor)**  
**UWO**  
**Dept of Political Science**  
due at essay meeting Jan 23

Name:

Proposed Topic:

Upon which Theorist will you focus? Which books?

Signatures:

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_

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**ESSAY PROPOSAL(professor's copy)**  
**UWO**  
**Dept of Political Science**  
due at essay meeting Jan 23

Name:

Proposed Topic:

Upon which Theorist will you focus? Which books?

Signatures:

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_

**ESSAY PROPOSAL (your copy—fill out the one below for your professor)**

**UWO**

**Dept of Political Science**  
due at essay meeting Oct 10

Name:

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**ESSAY PROPOSAL(professor's copy)**

**UWO**

**Dept of Political Science**  
due at essay meeting Oct 10

Name:

Proposed Topic:

Upon which Theorist will you focus? Which books?

Signatures:

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_



**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.

\*Reprinted by permission of the Department of History

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

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto: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**

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.