

The University of Western Ontario
Department of Political Science
Fall 2014
Political Science 3203F – Critical Approaches to Global Security¹

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Office: SSC 4084

Office Hours: Monday 8:30-11:00 am, 4:30 onwards. Wednesday 9:00-12:00 am, 5:30 onwards.

Anti-requisites: POLS 2257

Course Description

This course has three main objectives. First, this course is designed to outline and allow you to assess the perspectives and issues that shape the context of contemporary international security issues. This will provide a foundation for any future interests in International Relations and establish a foundation for future research in areas and topics that are of interest to you. Second, the assignments in this course are designed to help you develop your critical thinking in ways that relate to specific issues and events in international security. While we will cover a range of debates and issues, you need to decide which you find most interesting and which you will focus on in your work. Third, by the conclusion of this course you should be able to provide a critical and original argument about international security. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

Antirequisites: the former Political Science 3355F/G

Prerequisites: Political Science 2231E or International Relations 2210E.

Course Texts (Do not purchase until after the first class)

Burgess, J. Peter, ed. The Routledge handbook of new security studies. Routledge, 2010.

Suggested: Marysia Zalewski, Feminist International Relations: Exquisite Corpse, Routledge, London 2013.

By the end of this course students should be able to:

1. Discuss current critical thinking about security policy
2. Describe the history of a specific security issue
3. Think critically and write about the nature of security in the contemporary international system
4. Evaluate a policy decision by a nation state with reference to security

¹ Portions of this course outline have drawn on the course outlines of Marshall Beier, Burgess-Whiting, H. Jean-Michel Montsion and Heather McKeen-Edwards. All courtesy and thanks is given to these authors.

5. Participate in a presentation of a specific aspect of contemporary security
6. Analyze current critical thinking about a specific issue in international security
7. Discuss different trajectories for future research in international security

Course Requirements

Attendance and Participation	20%
Presentation/Debate	12.5%
Essay or Policy Brief	40%
Final Exam	27.5%

Crowd-sourced essay resources:

Given that you should focus on a specific area of International Security throughout the course, it makes sense to develop your knowledge alongside those who have come before you. Consequently, I encourage students to add and remove useful essay sources from a master list provided on OWL. These are some starting points for your research, but not exhaustive or necessarily relevant to your approach, so remain critical about their use.

Weekly Participation and Attendance

Attendance 10% of final course grade.

Participation 10% of final course grade.

Students are expected to attend and participate consistently and effectively in the work of their respective groups. Presentation marks cannot be received without attendance marks. Class discussions are an opportunity to engage with the ideas and concepts presented in the course through discussion and presentation. (See 'Guidelines for Success' below). Students have the option of receiving their participation mark for any individual class by writing a single page (250 word) response to one or all of the week's readings. The response should reflect on the content of the readings rather than summarize them, and discuss interesting points of contention or debate. To receive a participation grade for any one class (to a maximum of 10), students must email their summary to dbousfie@uwo.ca on the exact day of the lecture. Only files received from 12:00am to 11:59pm on day of lecture will be marked (i.e. Sept 8, 15, 22, 29, Oct 6, 20, 27, Nov 3, 10, 17, 24, Dec 1). The subject line of the email MUST read "POLS 3203 Response Paper –Student Name - Student Number" or the assignment will not be marked.

Presentation (only one per week)

Students who choose a presentation will pick a vignette from the Zalewski text and sign up on the presentation wiki in OWL. Students are responsible for maintaining, adding, removing and updating their presentation dates prior to the beginning of each class. The presentation should convey the questions, issues or arguments presented in the vignettes. *IT SHOULD NOT SIMPLY SUMMARIZE OR REPEAT THE CONTENT OF THE VIGNETTE.* It need not be a standard presentation, it need only reflect on the themes and questions raised by the vignette.

Presentations may be done individually, in pairs or in a maximum group of three. If presenting in a group, each member must provide a written summary and reflection on their participation in the group (minimum 250 words), in the presentation to the class and reflection on what could have been improved, changed, or omitted. This should be handed in at the end of the

presentation. All presentations will be marked individually. The presentation should be a maximum of 10 minutes including discussion and can take any form (exercise, pre-taped video, or proposed alternative). Any video shown in class must be preapproved by the instructor or will not be allowed to be shown.

Debate (only one per week)

In teams of two, students should pick an issue in the Zalewski text case related to their area of interest. The debate should adopt two opposing perspectives on the issues and present each side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome. The debate should be a maximum of 10 minutes including discussion and can take any form (exercise, pre-taped video, or proposed alternative).

The debate should highlight:

1. Key actor(s) involved
2. Relevant historical context (or theory of security) related to the issue
3. Arguments put forward by the opposing sides
4. Specific evidence in support of each side
5. Likely future trajectories of issue and the implications

Only one debate will be allowed in-class per week. The remaining students will need to upload their presentation in an accessible and clear format (such as a videoscribe, youtube or vimeo video) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above.

Essay

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by week 8. In selecting an essay topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. Your essay must specify how you are conceptualizing security (object, subject, theme) and the benefits and limitations of your approach. The topic selection requires an informal discussion with instructor to determine the essay topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to international security, and will be unable to achieve full marks. The final draft of the paper should be 12 pages (3000 words) in length (excluding the bibliography) and must be presented in proper scholarly format. The paper is due November 17 at midnight via e-mail at dbousfie@uwo.ca. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. ***Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.***

Policy Brief

Students will choose a current or past policy relating to international security, and critically assess the policy for key actors, context, assumptions and implications. This is a ten page (2500 word + bibliography) assignment that should provide a clear analysis and perspective of the policy, based on government documents or publicly available information. A description of the format requirements is available in OWL. The topic selection requires an informal discussion with instructor to determine the essay topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to international security, and will be unable to achieve full marks. A policy brief is not a formal essay; it is an assessment and appraisal of an existing policy with recommendations and proposals based on evidence and a theoretical orientation (a fundamental belief in the way the world functions). A policy analysis should include the components outlined in the description on OWL. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. ***Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.***

Final Exam (During Exam Period)

The final exam will focus on issues and concepts from the entire course, and the exam will likely include an essay and short term format. A final study guide will be provided by December 1 and will apply to the exam. Students may be given the opportunity to participate in the creation of exam questions, as well as voting on format and terms included on the exam.

Assignments Descriptions and Learning outcomes

Assignment	Description	Learning Outcome
Attendance and participation		Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Presentation/Debate	Analyze the theoretical assumptions of an argument about security; evaluate the strength of security claim; compare and contrast the argument with other examples of contemporary security	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a security issue; evaluate the strength of the justifications for the issues' inclusion in security discourse
Essay	Take a clear analytical perspective on a framing of security; critically assess the chosen concept of security; evaluate existing academic literature on a security issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Policy Brief	Take a clear analytical perspective on a framing of security; analyze government documents for relevance to international security; critically assess the chosen concept of security;	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Final exam		Communicate in a written format in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; ethical dimensions of problem identification and methodology; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about international security, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

1. Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
2. Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of relevant points and ideas. Online participation will be considered as well in participation marks.
3. Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
4. Raise questions when you have them as raising useful questions counts towards your participation marks. You can use minute papers, online forums, e-mail, twitter, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and in combination with the checklist available in OWL. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

*Helpful signs you are **not** developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.*

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or

feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors. While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments; the use of a cloud-based backup is encouraged.

Course Schedule

September 8 - Introduction

No required readings, just suggested ones to orient you about the class.

How to Not Let Gaza Take over a Security Studies Class

Morgensen, Scott Lauria. "Queer Settler Colonialism in Canada and Israel: Articulating Two-Spirit and Palestinian Queer Critiques." *Settler colonial studies* 2.2 (2012): 167-190.

What do we need to know and how will we know it?

Stephen Walt "[How to get an International Relations BA in 5 minutes](#)"

Laura Sjoberg "'[Mansplaining' International Relations?: What Walt Misses"](#)

Research tips and course outline

September 16 – What should we know about security?

Burgess "Introduction" (4 pages)

Zalewski "Prelude" and (xvii-xviii) "Theory" (44-46) (4 pages)

And **one** of the following:

On Storytelling

Ling, L. H. M. *Imagining World Politics: Sihar & Shenya, a Fable for Our Times*. Routledge, 2014. Pages xxii -xxviii (6 pages)

On Canada

de Larrinaga, Miguel, and Mark B. Salter. "Cold CASE: a manifesto for Canadian critical security studies." *Critical Studies on Security* 2.1 (2014): 1-19.

On Gender

The Little Mermaid - Lene Hansen, "The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School," *Millennium* 29:2 (2000).

On 9/11

Mueller, John, and Mark G. Stewart. "The terrorism delusion: America's overwrought response to September 11." *International Security* 37.1 (2012): 81-110.

On colonialism

Graphic Novel - Hill, Gord. *500 Years of indigenous resistance*. PM Press, 2009.

On media

Cynthia, Enloe "Culture, ideology, and the myth function in IR theory" *International Relations Theory: A Critical Introduction*, Routledge, 2010.

September 22 - Concepts – Civilizational and Small Arms

To what extent are culture and violence linked?

Burgess Chapters 2, 4.

Zalewski "When foreign policy-makers and feminist academics meet" (108-113)

Optional Texts for reference:

Hobson, John M. *The Eurocentric conception of world politics: Western international theory, 1760-2010*. Cambridge University Press, 2012.

September 29 - Concepts and Subjects - Human Security versus Geopolitics

In what ways are humans a security threat?

Burgess Chapter 5, 6

Zalewski "Securing Men" (92-97)

Optional texts for reference:

Cohn, Carol. "Sex and death in the rational world of defense intellectuals." *Signs* 12.4 (1987): 687-718.

October 6 - Subjects – Gender and Identity

To what extent is insecurity a consequence of the self?

Burgess Chapter 8,9

Zalewski "Do you like women?" (62-68) Trigger Warning

Optional texts for reference:

Jones, Adam. "Genocide and Mass Violence." *Gender Matters in Global Politics: A Feminist Introduction to International Relations* (2009): 127.

October 13 – Thanksgiving - No Class

October 20 - Objects - Environment, Food

How is the non-human world made insecure by humans?

Burgess Chapters 13, 14

Zalewski "The measure of violence" and "Avaricious institutions" (11-16)

Optional texts for reference:

Maye, Damian, and James Kirwan. "Food security: A fractured consensus." *Journal of Rural Studies* 29 (2013): 1-6.

Hinrichs, C. Clare. "Regionalizing food security? Imperatives, intersections and contestations in a post-9/11 world." *Journal of Rural Studies* (2012).]

October 27 – Practices - Commercial, Risk, Insurance - JWC exercise

Who is responsible for assessing risk?

Burgess Chapter 21, Chapter 3

Lobo-Guerrero, Luis. *Insuring war: Sovereignty, security and risk*. Routledge, 2012. Introduction.

<http://www.e-ir.info/2013/01/17/insuring-security/>

http://www.lmalloyds.com/Web/market_places/marine/JWC/Joint_War.aspx

November 3 - Objects/Practices - Cyber, Surveillance

To what extent is the concept of security a threat to the public?

Burgess Chapters 16, 19

Zalewski "How the answers got their questions" (16-19) "Going through the day" (88-92)

Optional texts for reference:

Rid, T. (2011). Cyber war will not take place. *Journal of Strategic Studies*, (1-28)

Brito, J., & Watkins, T. (2011). Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy.

Gharbia, Sami Ben. "The Internet Freedom Fallacy and Arab Digital Activism."

November 10 - Objects – Pandemics, Biosecurity

How do our understandings of death contribute to security?

Burgess Chapters 17, 18

<http://www.e-ir.info/2014/07/26/the-ebola-outbreak-in-guinea-liberia-and-sierra-leone/>

Zalewski "sick and mad" and "the dead body" (68-70)

Optional texts for reference:

Drezner, Daniel W. *Theories of international politics and zombies*. Princeton University Press, 2011. Introduction, Ch 1.

November 17 - Practices – Tech and Design

What are the aesthetics of security?

Burgess Chapters 23, 24

<http://thedisorderofthings.com/2014/07/24/dispatches-from-the-robot-wars-or-what-is-posthuman-security/>

Zalewski "And feminism is..." "Making feminism palatable" (32-40)

Optional texts for reference:

Manjikian, Mary. "Becoming Unmanned: the gendering of lethal autonomous warfare technology." *International Feminist Journal of Politics* 16.1 (2014): 48-65.

Holmqvist, Caroline. "Undoing War: War Ontologies and the Materiality of Drone Warfare." *Millennium-Journal of International Studies* 41.3 (2013): 535-552.

November 24 – Practices – Finance and Energy

Who profits from in/security?

Burgess Chapters 11, 15

Zalewski "Going through the day" (88-92).

Gill, Stephen, and Isabella Bakker, eds. *Power, Production, and Social Reproduction: Human In/security in the Global Political Economy*. Palgrave Macmillan, 2003. Chapter 11

Optional texts for reference:

Bichler, Shimshon, and Jonathan Nitzan. "Dominant Capital and the New Wars." (2004).

[http://bnarchives.yorku.ca/1/01/040813BN_Dominant_Capital_&_the_New_Wars_\(2PageView\).pdf](http://bnarchives.yorku.ca/1/01/040813BN_Dominant_Capital_&_the_New_Wars_(2PageView).pdf)

December 1 – Final Presentations

No Assigned readings

**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

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

SUPPORT SERVICES

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.