

Western University  
Department of Political Science  
**Issues in Urban Governance:  
Globalization, Space, and Politics**  
Political Science 3364G  
Winter 2017

**Instructor:** Dr. Zack Taylor  
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**Office Hours:** Wednesdays, 10:30–11:30am, or by appointment

**Class Time and Location:** Wednesdays, 1:30–3:30pm, SSC 4103

### **COURSE DESCRIPTION**

This course is about how globalization and related social and economic forces are changing cities, and how social, economic, and environmental change drives urban politics. In the first part of the course we will explore three great transformations that are reshaping urban economies, societies, and environments, and, ultimately, the politics of their development: *globalization*, *urbanization*, and *deindustrialization*. In the second part of the course, we will shift focus to the political geography of neighbourhood change in the city—in essence, how the great transformations discussed “hit the ground” at the neighbourhood scale, producing more socially and economically polarized urban spaces. As a bonus, you will learn how to make on-line maps that visualize these processes.

### **COURSE OBJECTIVES AND LEARNING OUTCOMES**

By the end of this course, you will be conversant with leading concepts and frameworks in urban political economy and be able to link them to your everyday urban experience. The course assignments are designed to improve your critical thinking skills.

### **HOW IT FITS INTO THE PROGRAM**

You must have taken at least 1 full course equivalent in Political Science at the 2200 level in order to enroll in this course. POL3363F is a prerequisite for this course, however you may enroll with the permission of the instructor. Having also taken POL2140A Globalization is an asset, but is not essential. This course complements POL4404F/G Globalization and National Sovereignty, GEOG2060B World Cities, and GEOG2410B Social Geography.

## SCHEDULE OF TOPICS AND ASSIGNMENTS

### **Part I – Great Transformations**

Class 1	Jan. 11	Big processes: Globalization, urbanization, deindustrialization
Class 2	Jan. 18	Global cities: Formation and network <i>First reading responses due.</i> <i>Introduce Critical Essay #1</i>
Class 3	Jan. 25	The changing politics of regional economic development <i>Reading presentations begin.</i>
Class 4	Feb. 1	Competitiveness as urban policy: Pursuing the creative class
Class 5	Feb. 8	Governing megalopolis
Class 6	Feb. 15	Rescaling the state <i>Critical Essay #1 due (covers material in classes 1–5)</i>

\*\*\* *Reading Week, Feb. 20–24* \*\*\*

### **Part II – The Politics of Neighbourhoods and Neighbourhood Change**

Class 7	Mar. 1	Growing spatial inequality and ethno-racial segregation <i>Introduce Map Project</i>
Class 8	Mar. 8	The politics of inner-city deindustrialization and redevelopment <i>Introduce Critical Essay #2</i>
Class 9	Mar. 15	The politics of suburban decline and redevelopment <i>Map Project due</i>
Class 10	Mar. 22	The suburban politics of consumption: privatism and automobility
Class 11	Mar. 29	Space and electoral politics <i>Critical Essay #2 due</i>
Class 12	Apr. 5	Conclusion and discussion

## COURSE FORMAT

This is a seminar course. This means that *you* control the agenda of the course by contributing to our weekly discussions of the readings. The instructor will usually introduce new topics with a brief lecture, but most of the class time will be reserved for discussion. *You must be committed to reading all of the assigned material before each class.* Advance reading is a necessary prerequisite for doing well in this course (see “Course Evaluation” below) and will make for more exciting and insightful discussion.

## COURSE WEBSITE

This course makes use of OWL. Please refer to the course website regularly for announcements and course information: <https://owl.uwo.ca/portal>.

## COURSE MATERIALS

There is no textbook. Readings to be retrieved from publicly available websites are marked with a **W**. Readings marked with an **E** are electronic journal articles that can be retrieved through the Western Library website. All other readings are made available as PDFs on the course website. Readings will average approximately 45–60 pages per week, with some readings being more dense than others.

## EVALUATION

Evaluation	Due Date	Value
Critical essay #1 (related to classes 1–5)	Feb. 15	25%
Map project	Mar. 15	25%
Critical essay #2 (related to classes 7–11)	Mar. 29	25%
Reading responses	Jan. 18–Mar. 29	10 x 1 = 10%
Reading presentation	Scheduled	5%
Active in-class participation	Jan. 25–end	10 x 1 = 10%

**Critical essays (50%):** Instead of a major research paper, you will complete two smaller assignments that focus on major questions and themes in each course part. These papers will require library research. Menus of questions will be introduced in the second class of each cycle (classes 2 and 8).

**Map project (25%):** This course is about the relationship between space and politics, so you will learn how to make maps using demographic and other public data. Making the maps is a relatively simple procedure (and a good skill to have!). The emphasis of the assignment will be on interpreting the maps you make.

**Reading responses (10%):** Your ticket to entering the room at the beginning of each class is a one-page response to the class readings. It therefore counts as your attendance in addition to assessing your comprehension of the readings. To receive the full point, your response must

demonstrate that you have read and understood the readings. **Note that the instructor will not accept responses from people not in class, or after the fact. Their purpose is to help you prepare for class discussion. If you are unable to bring a paper copy to class, email it to the instructor before the start of class.**

**Addendum:** You have two “free passes” that you can use at your discretion. This means that for a maximum of two classes, you can choose not to hand in the reading response while automatically receiving a grade of 1. You may also choose to “bump up” up to two lower grades to a 1. Inform the instructor which classes to apply this to prior to the end of term.

**Reading presentation (5%):** Every student will present one of the readings to the class and pose questions about it that fill form the basis of the class discussion. Presenters will also read the supplementary readings for that class and incorporate their insights into their presentation.

**Active in-class participation (10%):** This is a seminar-format course in which learning occurs not through lecture, but through student discussion and debate. Informed contribution to the discussion is required each and every week.

**Clarification:** On the day you present a reading, your reading response and the text of your presentation notes can be the same thing.

## COURSE POLICIES

**Electronic devices:** Research shows that levels of student performance and participation are lower when computers, tablets, smartphones, and other devices are present in the classroom. In order to create a pleasant environment conducive to everyone’s learning and free from distractions, please refrain from using phones for texting or any other purposes during classes. The use of laptops and tablets is allowed for course-related activities and note taking only.

**E-mail policy:** All Western University students are required to have an @uwo.ca e-mail account. The instructor will *only* respond to e-mails sent from a Western University account, that clearly identify the sender, and have “POL 3364” in the subject line. The instructor will **not** accept assignments by e-mail.

**Submitting assignments:** All assignments must be submitted by the beginning of class on the due date.

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>). **Note that you will be able to view your Turnitin Originality Report after submitting. You may resubmit at any time before the deadline.**

**Late assignments:** The penalty for late assignments is three percentage points per day (including weekend days). A grade of 80% on an assignment therefore becomes 68% in four days.

Assignments more than 10 days late will not be accepted. Extensions due to illness require a medical certificate. If you foresee problems meeting submission deadlines please consult the instructor early; accommodations can always be made with adequate advance notice. This means *at least one week before the deadline*, not the night before the work is due!

**Academic integrity:** To protect and uphold academic integrity in the class, it is the responsibility of each student to be able to demonstrate the originality of his or her work if called upon to do so. At a minimum, for every assignment, the sources of all information and ideas must be properly referenced using a standard academic referencing style such as Chicago, APA, or MLA. Failure to properly reference ideas, concepts, and quotations in an assignment that are not your own will result in academic penalties as required by university policy:

<http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>. All upper-year students are expected to have a thorough understanding of the rules and conventions of academic writing. If you are unclear about what constitutes plagiarism or how to reference sources, please visit the Writing Support Centre <http://www.sdc.uwo.ca/writing/> or review information at: <http://www.lib.uwo.ca/tutorials/plagiarism/>.

## **ASSISTANCE**

If you are having trouble with the course material or are falling behind in your work, please contact the course instructor as soon as possible. We can only help you if the lines of communication are open.

**Help with writing:** Learning to express ideas clearly is a central goal of the university experience. If academic writing does not come easily to you, you are strongly encouraged to make use of the Writing Support Centre: <http://www.sdc.uwo.ca/writing/>.

**Accommodations on medical grounds:** Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Please refer to the Policy on Accommodation for Medical Illness <https://studentservices.uwo.ca/secure/index.cfm> and download a Student Medical Certificate (SMC): <https://studentservices.uwo.ca/> under the Medical Documentation heading. Students who are in emotional/mental distress should refer to Mental Health@Western [http://www.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

**Accommodations on religious grounds:** Every effort has been made to avoid scheduling assignment due dates on religious holidays. Please inform the instructor at the beginning of the course if you will be unable to attend class for reason of religious observance.

## READING SCHEDULE

### **Part I: Great transformations**

#### **Class 1    Jan. 11    Big Processes: Globalization, urbanization, deindustrialization**

**E** Webber, Melvin. 1968. “The Post-City Age.” *Daedalus* 97(4): 1091–1110.

Soja, Edward and J. Miguel Kanai. 2007. “The Urbanization of the World.” In Ricky Burdett and Dejan Sudjic, eds., *Endless City*. London: Phaidon. 54–69.

**W** Bluestone, Barry and Bennett Harrison. 1982. “Chapter 1: Capital vs. Community.” New York: Basic Books, 1982. 3–21.

<http://www.d.umn.edu/~epeters5/Cst1201/Articles/Deindustrialization%20of%20America.pdf>

**W** Miller, Claire Cain. 2016. “The Long-Term Jobs Killer Is Not China. It’s Automation.” *New York Times*. 21 Dec. [http://www.nytimes.com/2016/12/21/upshot/the-long-term-jobs-killer-is-not-china-its-automation.html?\\_r=0](http://www.nytimes.com/2016/12/21/upshot/the-long-term-jobs-killer-is-not-china-its-automation.html?_r=0)

#### **Class 2    Jan. 18    Global cities: Formation and network**

Sassen, Saskia. “Chapter 10: The State and the Global City.” In *Globalization and its Discontents*. New York: The New Press, 1998. 195–218.

**E** Beaverstock, Jonathan V., Richard G. Smith, and Peter J. Taylor. 2000. “World-City Network: A New Metageography?” *Annals of the Association of American Geographers* 90 (1): 123–134.

#### *Supplemental*

Abu-Lughod, Janet. 2006 [1999]. “Global City Formation in New York, Chicago and Los Angeles.” In Neil Brenner and Roger Keil, eds., *The Global Cities Reader*. New York: Routledge. 42–48.

#### **Class 3    Jan. 25    The changing politics of regional economic development**

**E** Rodríguez-Pose, Andrés. 2008. “The Rise of the ‘City-Region’ Concept and Its Development Policy Implications.” *European Planning Studies* 16 (8): 1025–1046.

**E** Robinson, Jennifer. 2002. “Global and World Cities: A View from Off the Map.” *International Journal of Urban and Regional Research* 26 (3): 531–554.

*Supplemental*

Gertler, L.O. 1972 [1961]. “Ch. 1: Regional Planning and Development.” In *Regional Planning in Canada*. Montreal: Harvest House. 13–33.

**Class 4    Feb. 1    Competitiveness as urban policy: Pursuing the creative class**

Florida, Richard. 2002. “Ch. 3: The Creative Economy” and “Ch. 4: The Creative Class.” In *The Rise of the Creative Class and How It’s Transforming Work, Leisure, Community, and Everyday Life*.” New York: Basic Books. 44–82.

*Critiques:*

**W** Malanga, Steven. 2004. “The Curse of the Creative Class.” *City Journal* (Winter).  
<http://www.city-journal.org/html/curse-creative-class-12491.html>

**W** Whyte, Murray. 2009. “Why Richard Florida’s honeymoon is over.” *Toronto Star*. 27 Jun.  
[https://www.thestar.com/news/insight/2009/06/27/why\\_richard\\_floridas\\_honeymoon\\_is\\_over.html](https://www.thestar.com/news/insight/2009/06/27/why_richard_floridas_honeymoon_is_over.html)

*Bringing it home to London:*

Bradford, Neil and Jen Nelles. 2014. “Ch. 7: Innovation in an Ordinary City: Knowledge Flows in London, Ontario.” In David Wolfe, ed., *Innovating in Urban Economies: Economic Transformation in Canadian City-Regions*. Toronto: University of Toronto Press. 175–196.

*Supplemental:*

**W** Florida, Richard. 2009. *Ontario in the Creative Age*. Toronto: Martin Prosperity Institute, University of Toronto.  
[http://martinprosperity.org/media/Ontario%20in%20the%20Creative%20Age\\_NEW.pdf](http://martinprosperity.org/media/Ontario%20in%20the%20Creative%20Age_NEW.pdf)

**Class 5    Feb. 8    Governing megalopolis**

**Excerpts from:** Kantor, Paul, Christian Lefèvre, Asato Saito, and Andy Thornley. 2012. *Struggling Giants: City-Region Governance in London, New York, Paris, and Tokyo*. Minneapolis: University of Minnesota Press.

- “Introduction: Governable Giants?” pp. 1–18.
- “Ch. 10: Governance and Globalism: Political Responses of Four World City-Regions.” pp. 241–267.
- “Conclusion: Are Global City-Regions Governable?” pp. 269–278.

*Supplemental*

**E** Lang, Robert and Paul K. Knox. 2009. “The New Metropolis: Rethinking Megalopolis.” *Regional Studies* 43 (6): 789–802.

**Class 6    Feb. 15    Rescaling the state**

**E** Brenner, Neil. 1998. “Global cities, glocal states: Global City Formation and State Territorial Restructuring in Contemporary Europe.” *Review of International Political Economy* 5(1): 1–37.

**E** Horak, Martin. “State rescaling in practice: urban governance reform in Toronto.” *Urban Research and Practice* 6 (13): 311–28.

*Supplemental*

**E** Keil, Roger. 1998. “Globalization Makes States: Perspectives of Local Governance in the Age of the World City.” *Review of International Political Economy* 5 (4): 616–646.

\*\*\* *Reading Week, Feb. 20–24* \*\*\*

## **Part II: The Politics of Neighbourhoods and Neighbourhood Change**

**Class 7    Mar. 1    Growing spatial inequality and ethno-racial segregation**

Walks, R. Alan. 2011. Ch. 6, “Economic Restructuring and Trajectories of Socio-spatial Polarization in the Twenty-First-Century Canadian City.” In L.S. Bourne, Tom Hutton, Richard H. Shearmur, and Jim Simmons, eds., *Canadian Urban Regions: Trajectories of Growth and Change*. Toronto: Oxford. 125–159.

\*\*\* **Half of this class will be devoted to introducing the Mapping Assignment. A “how-to” guide will be distributed in class. Bring your laptops!**

*Supplemental*

**W** Cortright, Joe and Dillon Mahmoudi. 2014. *Lost in Place*. Portland, OR: City Observatory. [http://cityobservatory.org/wp-content/uploads/2014/12/Lost\\_in\\_Place\\_Final\\_Report.pdf](http://cityobservatory.org/wp-content/uploads/2014/12/Lost_in_Place_Final_Report.pdf)

**W** Hulchanski, J. David. 2010. *The Three Cities Within Toronto*. Toronto: Cities Centre, University of Toronto. <http://www.urbancentre.utoronto.ca/pdfs/curp/tnrm/Three-Cities-Within-Toronto-2010-Final.pdf>

Wilson, William Julius. 1996. "From Institutional to Jobless Ghettos." In Richard T. LeGates and Frederic Stout, eds., *The City Reader*, 5<sup>th</sup> ed. New York: Routledge. 117–126.

**Class 8    Mar. 8    The politics of inner-city deindustrialization and the redevelopment**

**W** Sanneh, Kelefa. 2016. "Is Gentrification Really a Problem?" *New Yorker Magazine*, July 11 & 18. 80–85. <http://www.newyorker.com/magazine/2016/07/11/is-gentrification-really-a-problem>

**E** Ley, David. 1994. "Gentrification and the politics of the new middle class." *Environment and Planning D: Society and Space* 12 (1): 53–74.

*Supplemental*

Readings TBA

**Class 9    Mar. 15    The politics of suburban decline and redevelopment**

**E** Pavlic, Dejan and Zhu Qian. 2014. "Declining inner suburbs? A longitudinal-spatial analysis of large metropolitan regions in Canada." *Urban Geography* 35 (3): 378–401.

**E** Poppe, Will and Douglas Young. 2015. "The Politics of Place: Place-making versus densification in Toronto's Tower Neighbourhoods." *International Journal of Urban and Regional Research* 39 (3): 613–621.

*Supplemental*

Readings TBA

**Class 10    Mar. 22    The suburban politics of consumption: privatism and automobility**

**E** Fischel, William A. 2001. "Homevoters, municipal corporate governance, and the benefit view of the property tax." *National Tax Journal* 54 (1): 157–173.

**E** Sheller, Mimi and John Urry. 2000. "The City and the Car." *International Journal of Urban and Regional Research* 24 (4): 737–757.

**E** Filion, Pierre. 2011. "Toronto's Tea Party: Right-Wing Populism and Planning Agendas." *Planning Theory and Practice* 12 (3): 464–469.

**Class 11 Mar. 29 Space and electoral politics**

Readings TBA

*Supplemental*

**E** Walker, Kyle E. 2013. “Political Segregation of the Metropolis: Spatial Sorting by Partisan Voting in Metropolitan Minneapolis-St Paul.” *City and Community* 12 (1): 35–55.

**E** Walks, R. Alan. 2005. “The City-Suburban Cleavage in Canadian Federal Politics.” *Canadian Journal of Political Science* 38 (2): 383–413.

**W** Uberti, David. 2017. “A Divided Empire: What the Urban-Rural Split Means for the Future of America.” *The Guardian*. 9 Jan. <https://www.theguardian.com/cities/2017/jan/09/donald-trump-divided-empire-urban-rural-america-future>

**Class 12 Apr. 5 Conclusion and discussion**

Readings TBA

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES  
DEPARTMENT OF POLITICAL SCIENCE**

**Prerequisite checking - the student's responsibility**

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

**Essay course requirements**

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

**Use of Personal Response Systems ("Clickers")**

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

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

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

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

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

**Duplication of work**

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

**Grade adjustments**

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

**Academic Offences**

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

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## **Submission of Course Requirements**

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

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

## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to

[http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## **University Policy on Cheating and Academic Misconduct**

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

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

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

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## PLAGIARISM\*

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

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

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

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

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

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

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

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

\*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**

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

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

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

Students who are in emotional/mental distress should refer to Mental Health@Western  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.