

Fall 2020
Social Diversity, Gender and the Law
The University of Western Ontario
POL4203

Professor: Caroline Dick
Time: Tuesday 11:30-1:30 p.m.
Classroom: The Planet

Office: My house
Email: cdick4@uwo.ca
Office Hours: Tuesday 1:30-2:30 p.m.
or by appointment

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:

From religious minorities and Indigenous peoples to feminists and gays and lesbians, Canadian social groups contend that group-differentiated rights and group-sensitive legal and constitutional interpretations are a necessary condition of equality. While the Canadian state has responded with group-specific provisions in the *Charter* and Constitution, as well an official policy of multiculturalism, social groups continue to press for legal concessions and the expansion of their rights. This course will examine the relationship between Canadian social groups and the law to assess how social groups employ the legal system in pursuit of equality and how they challenge laws that fail to attend to social group differences. Additionally, this course will examine how the differences that cut across social groups complicate the legal accommodation of ‘group’ differences. By assessing the legal claims of various social groups, this course will examine legal responses to questions of social diversity, the limits of law in addressing group-based inequalities and the effects that legal responses to social diversity can have on the most vulnerable members of social groups (often women).

Course Materials

Many of the readings are available electronically. Those that are not are marked with a *; these readings are available in the resources section of OWL. All legal cases are either posted in the resources section or can be accessed using web links found there.

The text of the *Canadian Charter of Rights and Freedoms* can be found at: <http://laws-lois.justice.gc.ca/eng/const/page-15.html>

Legal decisions of the Supreme Court of Canada are available electronically at: <http://scc.lexum.org/decisia-scc-csc/scc-csc/en/nav.do>

Lower court decisions are available electronically through the Canadian Legal Information Institute at: <http://www.canlii.org/en/index.php>

Learning Objectives

By the end of the course, students should be able to identify the principles of critical theory and their application to the cross-disciplinary area of law and politics. Students should also be able to engage actively with critical theory by assessing and resolving competing rights claims that are advanced by and within minority social groups.

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 UWO email account. Note, also, that grades may not be discussed via email.

Web Site

There is a web site set up for this course through OWL at <https://owl.uwo.ca>. The course syllabus, abbreviated case law materials and links to legal cases and turnitin.com will be posted on the web site as will class announcements. Accordingly, students should check the web site regularly.

Turnitin

All assignments 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 The University of Western Ontario 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 the start of the seminar.

Evaluation

Seminar Critical Literature Review (CLR) 20% and Critical Questions 15% (to be completed for the same seminar)

CLR 2 15%

CLR 3 15%

Newspaper Assignment 15%

Participation 20%

Critical Literature Review (CLR)/Critical Questions

Each student will sign-up for a specific seminar in which to complete a CLR and a set of critical questions. **Guiding questions for the CLR must be submitted to the professor no later than noon on the Thursday preceding the seminar.** Students may not submit a CLR without sending the guiding question to the professor first; those CLRs will not be graded. Students should be prepared to discuss their CLRs at the seminar.

Critical literature reviews 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; overlength assignments will receive a deduction. Endnotes and bibliographies are omitted from the page count.

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 endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. Assignments must be submitted to **Turnitin.com**. Note that late penalties do not apply to critical literature reviews and that *no extensions will be granted*.

The purpose of the CLR is for students to identify a common, guiding question addressed by the authors that points to a difference of opinion or difference in approach among the authors and, therefore, provides the student with an opportunity critically assess how the authors answer a common question. To this end, only a *small portion* of an analysis should be devoted to summarizing or outlining the authors' arguments respecting the central question identified. 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 authors answers to the common question identified.

This is not an argumentative essay in which students marshal evidence from the readings 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? These are the kinds of questions that students should be thinking about when fashioning their critiques.

Critical Questions

Additionally, students will attach **five** critical questions about the week's readings to the CLR. The purpose of this component of the assignment is to allow students to showcase their comprehension of the readings and, more so, their critical skills. The idea is to hone in on key debates among the authors and the strengths and weaknesses in the assigned literature. Students should include questions that address works not tackled in their CLRs.

Two additional CLRs

In addition to writing a CLR for their assigned week, students will submit two additional CLRs. Students may choose which weeks in which they choose to submit these two CLRs subject to two conditions. First, students must hand in one of their three CLRs by **week 6** of the course. Second, students may not hand in a CLR for the week in which they completed the newspaper article assignment. **Guiding questions for the CLR must be submitted to the professor no later than noon on the Thursday preceding the seminar.** Students may not submit a CLR without sending the guiding question to the professor first; those CLRs will not be graded. Students are **not required** to attach critical questions to these CLRs.

Newspaper Assignment

Students will sign-up to complete the newspaper assignment in a designated seminar. Students may choose any week they wish, with one caveat: the newspaper article assignment cannot be completed in the same week in which a student submits a CLR.

In most cases, two students will sign up to complete the assignment in the same week. Those students will collaborate on the assignment. To complete this assignment, students will find one newspaper story that provides a practical example of a theme or debate discussed in the weekly readings. The story must come from **2015 on**, and cannot be an example of a case or story already raised in the readings (unless it's a noteworthy appeal of a case). Students will send the professor a link to/copy of the article **no later than noon on the Thursday preceding the seminar** so that the story can be posted for the class prior to the seminar. The student(s) will introduce the newspaper story during seminar, explain its relevance and pose a question to the class about the story to generate discussion.

Note that while many newspaper stories generated by a simple google search will have limitations on viewership, most newspapers sources are available electronically through the UWO library system.

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 miss more than two seminars between weeks 2 and 14 will not pass the course or receive a course credit.* Students who find participating in class discussions challenging are encouraged attend seminar with prepared discussion questions to pose to the class.

Participation Grading Guide

Grade		Discussion	Reading
85-100	Always	Excellent: 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	Very Good: 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	Good: 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	Somewhat Poor: 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	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

Seminar Schedule

Week 1. September 15

Introduction to the Course

Week 2. September 22

Social Group Differences: Assimilation or Accommodation and the Difference Dilemma

*Young, Iris Marion. "Social Movements and the Politics of Difference." In *Justice and the Politics of Difference*, **156-75 only**. Princeton, New Jersey: Princeton University Press, 1990.

*Minow, Martha. *Making All the Difference: Inclusion, Exclusion, and American Law*. Ithaca: Cornell University Press, 1990. (**19-23 and 49-53 only**).

*Barry, Brian. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, Massachusetts: Harvard University Press, 2001. (**63-76 and 90-8 only**).

Week 3. September 29

Anti-essentialism and Intersectionality

Grillo, Trina. "Anti-Essentialism and Intersectionality: Tools to Dismantle the Master's House." *Berkeley Women's Law Journal* 10 (1995): 16-30. (**16-22 only**).

Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *The University of Chicago Legal Forum* (1989): 139-67. (**139-43 only**).

Crisp, Catherine. "White and Lesbian: Intersections of Privilege and Oppression." *Journal of Lesbian Studies* 18 (2014): 106-117. (**106-110 only**).

*Razack, Sherene H. "Gendered Racial Violence and Specialized Justice: The Murder of Pamela George." In *Race, Space, and the Law: Unmapping a White Settler Society*, ed. Sherene H. Razack, 121-156. Toronto: Between the Lines, 2002. (**123-8; 136-45; 150-56 only**).

*Williams, Toni. "Intersectionality Analysis in the Sentencing of Aboriginal Women in Canada. What Difference Does it Make?" In *Intersectionality and Beyond: Law, Power and the Politics of Location*, ed. Emily Graham, Davina Cooper, Jane Krishnadas and Didi Herman, 79-104. New York: Routledge-Cavendish, 2009.

Week 4. October 6
Women in the Legal Realm

****Please not that this week's readings include discussions of cases that graphically describe (sexual) violence against women and the treatment of women who are complainants in sexual assault cases****

MacKinnon, Catharine A. "Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence." *Signs* 8, no. 4 (1983): 635-58.

Côte, Andree, Diana Majury and Elizabeth Sheehy. Stop Excusing Violence Against Women: NAWL's Position Paper on the Defence of Provocation. National Association of Women and the Law, 2000. **(1-13 only)**. http://www.nawl.ca/ns/en/documents/Pub_Report_Provoc00_en.pdf

Tanovich, David M. "Whack No More: Infusing Equality into the Ethics of Defence Lawyering in Sexual Assault Cases." *Ottawa Law Review* 45, no. 3 (2015): 495-525. **(495-507 and 514-25 only)**.

Dick, Caroline. "Sex, Sexism, and the Canadian Judicial Council. How the Canadian Judicial Council Perpetuates Sexism in the Legal Realm." *Feminist Legal Studies* (2020): 1-21. (full cite coming once a journal volume number has been assigned).

Week 5. October 13
Socioeconomic Class

*Langston, Donna. "Tired of Playing Monopoly?" In *Race, Class and Gender: An Anthology*, 3d ed., ed. Margaret Andersen and Patricia Hill Collins, 126-36. Belmont, California: International Thomson Wadsworth, 1998.

*Brodsky, Gwen. "The Subversion of Human Rights by Governments in Canada." In *Poverty: Rights, Social Citizenship, and Legal Activism*, ed. Margot Young, Susan B. Boyd, Gwen Brodsky and Shelagh Day, 355-72. Vancouver: UBC Press, 2007.

Brodsky, Gwen, and Shelagh Day. "Beyond the Social and Economic Rights Debate: Substantive Equality Speaks to Poverty." *Canadian Journal of Women and the Law* 14 (2002): 184-219.

**Gosselin v. Quebec (Attorney General)*, [2002] 4 S.C.R. 429 (S.C.C.).
(abbreviated version available in course web site)

Week 6. October 20 *Final opportunity to submit the first of your three CLR's*****
Sexual Minorities: Rights Claiming

Majury, Diana. "Refashioning the Unfashionable: Claiming Lesbian Identities in the Legal Context." *Canadian Journal of Women and the Law* 7 (1994): 286-317.

Hartman, Julie E. "Another Kind of Chilly Climate": The Effects of Lesbian Separation on Bisexual Women's Identity and Community." *Journal of Bisexuality* 5, no. 4 (2005): 63-76.

*Jeffreys, Sheila. "A Clash of Rights: When Gender is Inscribed in the Law." In *Gender Hurts: A Feminist Analysis of the Politics of Transgenderism*. New York: Routledge, 2014.

*Spade, Dean. "Trans Law and Politics on a Neoliberal Landscape." In *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, New York: South End Press, 2011.

Week 7. October 27

Judicial Impartiality and Contextualized Judging

R. v. S.(R.D.), [1997] 3 S.C.R. 484 (S.C.C.)

Paras. 1-25 (Dissent); paras. 27-60 (L'Heureux-Dubé and McLachlin JJ.); and paras. 61-68; 121-134 and 142-158 (Cory J).

*link available in course web site

*Martin, Robert Ivan. "Philosopher Kings and Queens." In *The Most Dangerous Branch: How the Supreme Court of Canada Has Undermined Our Law and Our Democracy*. Montreal and Kingston: McGill-Queen's University Press, 2003. **(77-80 and bottom of 90-94 only)**

Backhouse, Constance. "Bias in Canadian Law: A Lopsided Precipice." *Canadian Journal of Women and the Law* 10 (1998): 170-83.

Graycar, Reg. "Gender, race, bias and perspective: OR, how otherness colours your judgment." *International Journal of the Legal Profession* 15, no. 1-2 (2008): 73-86.

R. v. Hamilton (2003), 172 C.C.C. (3d) 114 (ONSC).

Paras. 1-26; 52-89; 102-105; 179-198; and 225-237

<https://www.canlii.org/en/on/onpsc/doc/2003/2003canlii2862/2003canlii2862.html?resultIndex=1>

Week 8. November 3

Reading Week

Week 9. November 10

Religious Minorities: Polygamy

Bala, Nicholas. "Why Canada's Prohibition of Polygamy is Constitutionally Valid and Sound Social Policy." *Canadian Journal of Family Law* 25, no. 2 (2009): 165-222. **(165-199 and 215-21 only).**

Lenon, Suzanne. "Intervening in the Context of White Settler Colonialism: West Coast LEAF, Gender Equality and the Polygamy Reference." *Oñati Socio-Legal Series* 6, no. 6 (2016): 1324-1347.

Park, Shelley. "Polyamory is to Polygamy as Queer is to Barbaric." *Radical Philosophy Review* 20, no. 2 (2017): 297-328.

Week 10. November 17

Indigeneity and Gender: Violence against Indigenous Women

Palmater, Pamela. "Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry." *Canadian Journal of Women and the Law* 28, no. 2 (2016): 253-84. **(253-62 and 268-84 only)**

Kuokkanen, Rauna. "Gendered Violence and Practices in Indigenous Communities: The Cases of Aboriginal People in Canada and the Sámi in Scandinavia." *International Feminist Journal of Politics* 17, no. 2 (2017): 271-88.

*Balfour, Gillian. "Sentencing Aboriginal Women to Prison." In *Within the Confines: Women and the Law in Canada*, ed. Jennifer M. Kilty, 95-116. Toronto: Women's Press, 2014.

Hoffart, Renée and Nicholas A. Jones. "Intimate Partner Violence and Intergenerational Trauma Among Indigenous Women." *International Criminal Justice Review* 28, no. 1 (2018): 25-43.

Week 11. November 24

Ethnocultural Groups (Cultural Autonomy v. Gender Equality)

*Kymlicka, Will. "Freedom and Culture." In *Multicultural Citizenship*. Oxford: Clarendon Press, 1995. **(75-95 only)**.

*Okin, Susan Moller. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women?* ed. Joshua Cohen, Matthew Howard and Martha C. Nussbaum, 9-24. New Jersey: Princeton University Press, 1999.

Lawrence, Sonia N. "Cultural (in)Sensitivity: The Dangers of a Simplistic Approach to Culture in the Courtroom." *Canadian Women of Journal and the Law* 13, no. 1 (2001): 107-36.

The Queen v. GJ, [2005] NTCCA 20 (Court of Criminal Appeal of the Northern Territory). **(paras. 2-5 and 9-38 only)**.

*link available in course web site (Australian case).

Week 12. December 1

Culture in the Courtroom

Coleman, Dorianne Lambelet. "Individualizing Justice Through Multiculturalism: The Liberals' Dilemma." *Columbia Law Review* 96, no. 5 (1996): 1093-1167. **(1093-1150 and 1155-66 only)**.

Volpp, Leti. "Blaming Culture for Bad Behavior." *Yale Journal of Law and the Humanities*. 12 (2000): 89-116. **(89-99 and 104-6 only)**.

Dick, Caroline, "A Tale of Two Cultures: Intimate Femicide, Cultural Defences, and the Law of Provocation." *Canadian Journal of Women and the Law* 23, no. 2 (2011): 519-547.

Yamamoto, Susan, and Evelyn M. Maeder, "A Case of Culture: Defendant Gender and Juror Decision-Making." *Journal of Interpersonal Violence* 32, no. 20 (2017): 3090-3110.

Week 13. December 8

Catch-Up (if needed)

APPENDIX A: 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.

Appendix B - Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- Submitting a Self-Reported Absence form provided that the conditions for submission are met;
- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for the following circumstances:

- Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability.
- Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances: Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.