

The Politics of Racialization
The University of Western Ontario
POL4204G
Winter 2021

Professor: Caroline Dick
Time: Monday 2:30 - 4:20 p.m.
Classroom: Everywhere
Office Hours: Wednesday 3:00 - 4:00 pm

Office: My House
Email: cdick4@uwo.ca

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

Course Description:

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

Course Materials

Many of the readings are available electronically. Those that are not available electronically are marked with a ∞. They can be found in the resources section of OWL.

Email

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

Web Site

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

Turnitin

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

Assignments can be submitted to turnitin.com through OWL. Note that assignments have not been submitted Aon time@ unless they have been submitted to turnitin.com *prior* to being submitted in hard copy form at seminar. A copy of your turnitin receipt must be attached to your work (COVID exemption).

Extensions

Extensions are not given. However, when there are genuine and unavoidable family or medical circumstances, students may seek academic accommodation, as detailed below. If you fail to hand in an assignment but are pursuing academic accommodation, please advise your Professor of this fact.

Computer Problems

Students are expected to back up their written work and notes. Extensions are not granted for computer-related problems.

Academic Accommodation

If a situation should arise where a student requires accommodation because of a medical or personal issue, the student should visit his or her faculty=s Academic Counselling office so that

an academic counsellor can make a recommendation for academic accommodation to the student=s Professor(s).

This procedure means that you do not provide your instructor with any details of your situation. It is your responsibility to speak with a counsellor as soon as possible after an issue arises. Academic accommodation ONLY will be provided if you speak with an Academic Counsellor and provide them with documentation of your issue, and if the issue is brought to their attention in a timely fashion.

Academic Counselling for the Faculty of Social Sciences is located at SSC 2105

Telephone: 519 661-2011

Recorded information: 519 661-2052

Fax: 519 661-3384

Email: ssaco@uwo.ca

Requests for Grade Changes, Grade Bumps and Make-Up Work

Many fourth-year students are in the position of having applied for graduate school, law school, scholarships or other programs. Attaining certain grade thresholds becomes a matter of some urgency for those students hoping to gain entry to these programs. As a former student who also sought entry to these programs, I do understand the desire to perform well and meet entry requirements. However, I do not entertain requests for changing grades, bumping grades or make-up work. These requests are neither appropriate nor ethical, and they certainly are not fair to other students who respectfully accept their grades. Every student will receive the grade that she or he has earned in the class once assignment marks are totalled.

Learning Objectives

By the end of the course, students should be able to identify the key components of critical race theory. Students should also be able to formulate critical assessments of political and legal issues using this mode of analysis.

Evaluation: Please note that students must complete all course components to receive the course credit.

Critical Literature Review 20%

Critical Questions 15%

Research Assignment (x 2) 20% each

Participation 25%

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. **Students must email their guiding question 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.

Critical literature reviews must be **no more than 5 pages** in length (**double-spaced, using standard margins and 12 point font**) and will examine two (or three) of the week's readings. **CLRs that exceed the page limit will receive a zero and there will no opportunity to re-write the assignment.** 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.

CLR Breakdown:

1. Identify a question that two (or more – but usually two) authors actually address in their works. The guiding question should be posed in question form (?);
2. Have one discussion of how the first author answers the guiding question and then have a separate discussion of how the second author addresses the question. Do not skip back and forth

between the authors. Also, do not raise anything from the readings that is not related to how the authors answer your guiding question;

3. Critically assess the authors' answers to the guiding question by using the insights of one author to generate a critique of the other author's answer. Again, all ideas and arguments raised here must relate to the guiding question;

4. Keep in mind that *you* are not answering the guiding question or offering a policy position. You are critically assessing the strengths and weaknesses of the authors' answers to the guiding question. You should not be raising any new ideas from the readings in the analysis section. You are simply re-visiting the ideas that you unpacked earlier when explaining how each author answers the guiding question.

Critical Questions

In the same week that students complete their CLR, they will also complete the Critical Questions assignment. Students will attach **three** critical questions 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.

Critical questions are **not general discussion questions**. They are substantive, in-depth questions, which reference specific readings and which reveal their strengths/weaknesses and/or point to debates between authors. Critical questions are often comparative. They are usually more than one sentence long, taking a sentence (or three) to 'set up' the question you want to pose. The question itself should **point back to the readings**, rather than asking us to apply the readings to a real-life issue.

In crafting their critical questions, students should include questions that address works not tackled in their CLRs.

Research Assignment

The purpose of this assignment is to allow students to showcase their research and comprehension skills. Students may complete this assignment in any week, subject to two conditions. First, students may **not** complete the research assignment in the same week for which they are completing their CLR/Critical Questions. Second, **students who are not signed up to complete a CLR by week 5, must submit their first research assignment by week 5.**

The assignment should be completed as follows:

1. Identify a shared theme that runs across at least two of the week's readings;
2. Find a book, book chapter or journal article that adds a new argument to or offers a new perspective on the theme identified. The new work may not be cited in *any* of the week's

readings. The easiest way to ensure that the new work you choose is not cited anywhere in the week's readings is to find a work that is more recent than the most recent work assigned for the week. With that said, it is perfectly acceptable to choose an older or contemporary readings so long as you ensure that the reading is not cited in the week's assigned literature.

3. Explain how the source that you found both i) relates to the theme you identified and 2) adds something new to the literature. The lion's share of the research assignment should be devoted to discussing the new reading and explaining what 'new' contribution the reading makes to the literature. cursory discussions of the assigned readings are to be expected in such a short piece.

Research assignments have a **3 page limit (double-spaced, using standard margins and 12 point font)**. **Assignments that exceed the page limit will be given a zero, with no chance of re-writing the assignment.** The research assignment is due at the beginning of the class in which the readings the student has chosen to write about will be discussed. Students should attach a bibliography to the assignment and cite the readings being discussed as usual, using the Chicago style. The bibliography does not count towards the three-page assignment stipulation, nor do endnotes.

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 find participating in class discussions challenging should come to class with prepared discussion questions to pose to the class.

Students who miss more than two seminars will not pass the course or receive a course credit. **Students who use an SRA to cover a missed class** will be accommodated by being given the opportunity to complete a one-page (single spaced) written assignment set by the instructor. Students who fail to do the make-up assignment will be counted as having missed class.

Participation Grading Guide

Grade	Discussion	Reading
85-100	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of
		Clearly has done and prepared questions on virtually all readings; intelligently uses this

		reading; takes care not to dominate; asks questions	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. January 11

Introduction

Take the Race Implicit Association Test. Link also available on course website.

<https://implicit.harvard.edu/implicit/takeatest.html>

Week 2. January 18

Race and the Academy: Why Study Race?

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

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

Thompson, Debra. AIs Race Political?@ *Canadian Journal of Political Science* 41, no. 3 (2008): 525-47.

Week 3. January 25

Critical Race Theory: Decolonization and Whiteness

⌘Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 1963. (vii-xvi; xxviii-xxxi; 1-6; 145-61; 170-180 only)

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

⌘Haney-López, Ian. *White by Law: The Legal Construction of Race*, rev. ed. New York: New York University Press, 2006. (xxi-xxii; 109-16;120-34 only)

Week 4. February 1

Representations of Race

⌘Davis, Angela Y. ARape, Racism and the Myth of the Black Rapist.@ In *Women, Race and Class*. New York: Vintage Books, 1983.

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

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

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

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

⌘Patel, Shaista. ARacing Madness: The Terrorizing Madness of the Post 9/11 Terrorist Body.@ In *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*, ed. Liat Ben-Moshe, Chris Chapman and Allison C, Carey, 201-15. Palgrave MacMillan, 2014. **(201-206 only)**

Week 5. February 8 *Research Assignment Due if no CLR completed***
Race and Ideology: The Complexities of Racial Politics and Coalition Building**

⌘Dawson, Michael C. *Black Visions: The Roots of Contemporary African-American Ideologies*. Chicago: University of Chicago Press, 2001. **(1-3; 10-23; 29-33 and 315-21 only)**

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

Kim, Claire Jean. AThe Racial Triangulation of Asian Americans.@ *Politics and Society* 27, no. 1 (1999): 105-38. **(118-24 and conclusion only)**

Alex-Assensoh, Yvette M. "African Immigrants and African-Americans: An Analysis of Voluntary African Immigration and the Evolution of Black Ethnic Politics in America." *African and Asian Studies* 8, no. 1-2 (2009): 89-124.

**Week 6. February 15
Reading Week**

**Week 7. February 22
IMTDI Week**

Week 8: March 1

Race and Elections: The Election of Barack Obama

⌘Mendelberg, Tali. AA Theory of Racial Appeals.@ In *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton, New Jersey: Princeton University Press, 2001.

Terkildsen, Nayda. AWhen White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring.@ *American Journal of Political Science* 37, no. 4 (1993): 1032-53.

Metzler, Christopher J. ABarack Obama=s Faustian Bargain and the Fight for America=s Racial Soul.@ *Journal of Black Studies* 40, no. 3 (2010): 395-410.

Edge, Thomas. ASouthern Strategy 2.0: Conservatives, White Voters, and the Election of Barack Obama.@ *Journal of Black Studies* 40, no. 3 (2010): 426-44.

Week 9. March 8

Race and Elections: The Election of Donald Trump

Major, Brenda, Alison Blodorn and Gregory Major Blascovich. AThe Threat of Increasing Diversity: Why Many White Americans support Trump in the 2016 Presidential Election.@ *Group Processes and Intergroup Relations* 21, no. 6 (2018): 931-40.
Link also available on course website.

<http://journals.sagepub.com/doi/pdf/10.1177/1368430216677304>

⌘Abromowitz, Alan I. AIt Wasn=t the Economy, Stupid: Racial Polarization, White Racial Resentment, and the Rise of Trump.@ In *Trumped: The 2016 Election that Broke All the Rules*, ed. Larry J. Sabato, Kyle Kondik and Geoffrey Skelley, 202-10. New York: Rowman and Littlefield, 2017.

Schaffner, Brian F., Matthew MacWilliams and Tatishe Nteta. AUnderstanding White Polarization in the 2016 Vote for President: The Sobering Role of Racism and Sexism.@ *Political Science Quarterly* 133, no. 1 (2018): 9-34.

Junn, Jane. AThe Trump Majority: White Womanhood and the Making of Female Voters in the US.@ *Politics, Groups, and Identities* 5, no. 2 (2017): 343-52.

Week 10. March 15

Race and Electoral Representation

Mansbridge, Jane. AShould Blacks Represent Blacks and Women Represent Women? A Contingent >Yes=.@ *Journal of Politics* 61, no. 3 (1999): 628-57. (**628-41 only** though you may wish to read on).

Bobo, Lawrence, and Franklin D. Gilliam Jr. ARace, Sociopolitical Participation and Empowerment.@ *American Political Science Review* 84, no. 2 (1990): 377-93.

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

Baker, Andy, and Corey Cook. ARepresenting Black Interests and Promoting Black Culture: The Importance of African American Descriptive Representation in the U.S. House.@ *Du Bois Review* 2, no. 2 (2005): 227-46.

Week 11. March 22

Race and the Criminal Justice System: The War on Drugs

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

Sewrattan, Christopher. AApples, Oranges, and Steel: The Effect of Mandatory Minimum Sentences for Drug Offences on the Equality Rights of Aboriginal Peoples.@ *University of British Columbia Law Review* 46, 1 (2013): 121-55. (**121-139 only**)

⌘ Sokoloff, Natalie J. AThe Effect of the Prison-Industrial Complex on African-American Women.@ In *Racializing Justice, Disenfranchising Lives*, ed. Manning Marable, Ian Steinberg and Keesha Middlemass, 73-90. New York: Palgrave Macmillan, 2007.

For the curious, see the solitary confinement statistics for Black female offenders.

Link also available on course website. <https://www.sentencingproject.org/news/race-justice-news-black-women-overrepresented-solitary-confinement/>

⌘King, Ryan Scott. AJim Crow is Alive and Well in the Twenty-First Century: Felony Disenfranchisement and the Continuing Struggle to Silence the African American Voice.@ In *Racializing Justice, Disenfranchising Lives*, ed. Manning Marable, Ian Steinberg and Keesha Middlemass, 247-63. New York: Palgrave Macmillan, 2007. (**247-54 only**)

For the curious, see the disenfranchisement numbers as of 2016. Link also available on course website.

<https://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felony-disenfranchisement-2016/>

Week 12. March 29

The Prison Industrial Complex

Smith, Earl, and Angela J. Hattery. AAfrican American Men and Prison Industrial Complex.@ *Western Journal of Black Studies* 34, no. 4 (2010): 387-98.

Sudbury, Julia. ACelling Black Bodies: Black Women in the Global Prison Industrial Complex.@ *Feminist Review* 70 (2002): 57-74.

Welch, Michael. AThe Role of the Immigration and Naturalization Service in the Prison Industrial Complex.@ *Social Justice* 27, no. 3 (2000): 73-88.

Heitzeg, Nancy A. AEducation Or Incarceration: Zero Tolerance Policies And The School To Prison Pipeline.@ *Forum on Public Policy* 2 (2009): 1-29. **(1-14 only)**.

Link also available on course website. <https://files.eric.ed.gov/fulltext/EJ870076.pdf>

For the curious, see the 2014 rates of suspension for racialized *preschool* children and expulsion rates for racialized students more generally.

Link also available on course website. <https://ocrdata.ed.gov/downloads/crdc-school-discipline-snapshot.pdf>

Week 13. April 5

Indigenous Peoples and the Criminal Justice System

Rudin, Jonathan. AAboriginal Over-representation and *R. v. Gladue*: Where We Were, Where We Are and Where We Might Be Going.@ *Supreme Court Law Review* 40 (2008): 687-713.

Link also available on course website.

<http://digitalcommons.osgoode.yorku.ca/sclr/vol40/iss1/22/>

McManus, Laura, Evelyn Maeder and Susan Yamamoto. AThe Role of Defendant Race and Racially Charged Media in Canadian Mock Juror Decision Making.@ *Canadian Journal of Criminology and Criminal Justice*.@ 60, no. 2 (2018): 266-95.

⌘Eberts, Mary. “Being an Indigenous Woman Is a ‘High-Risk Lifestyle’.” In *Making Space for Indigenous Feminism*, 2d. ed, ed. Joyce Green, 69-102. Black Point, NS: Fernwood Publishing, 2017. **(69-78 only)**

Razack, Sherene. “‘It Happened More Than Once’: Freezing Deaths in Saskatchewan.”
Canadian Journal of Women and the Law 26 (2014): 51-80. **(51-66 only)**

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

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 https://counselling.ssc.uwo.ca/procedures/medical_accommodation.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. https://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.

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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

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at:
<https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

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 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.