

Political Science – 3317F
Interest Groups and Social Movements
Fall 2020: Course Outline

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Course Instructor: Jane Kovarikova, PhD ABD

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Synchronous Class: Thursday 3:30p.m. – 5:20p.m.

Virtual Office Hours: TBD

This three-part course will provide students with an introduction to the subfield of social movements and interest groups with theory, analysis and practice. 1) students will explore definitions, theories, and debates in social movements and interest groups literature. 2) After exploring the literature, students will engage with a small sample of well-studied social movements with an emphasis on the political practices that allow issues to mobilize the populace, become integrated in political systems, or remain on the margins of political sensibility. 3) Finally, students will learn about movement strategies and tactics and apply these in the final assessment. By adopting a bottom-up approach this course encourages students to think about their own political participation and provides opportunities to engage students in their areas of interest, while relating political questions to individual choices and social issues.

Objectives:

The purpose of the course objectives is to empower students in social change. While we will discuss historical, sociological, political, and anthropological approaches to social movements and interest groups, this course is designed to develop your thinking and work in relation to your areas of interest.

Three main objectives:

- 1) **Knowledge.** Students will develop an understanding of the academic literature surrounding social movements and interest groups. This will establish a foundation for your studies and provide a basis for any future research in this area.
- 2) **Analysis.** Students will engage with well-studied social movements to enhance analytical skills and critical thinking in ways that relate to the issue or area in which they are interested.
- 3) **Practice.** Students will explore strategies of social movements and practice these through assessed deliverables, namely, an opinion editorial and advocacy organization plan.

Students' ability to accomplish these objectives will be assessed using the deliverables outlined below.

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

1. Discuss different definitions of social movements and interest groups and identify related key concepts
2. Understand the evolution of the field of social movement studies and corresponding debates and theories in the literature
3. Analyze the history, progress, and effectiveness of a social movement
4. Think critically and write about the current status of a social movement or social issue that may or may not result in a movement
5. Describe social movement strategies
6. Explore the viability of a social change by developing an advocacy organization plan

Anti-requisites: Political Science 3338E

Prerequisites: Political Science 2230E or 2231E or 2234E or 2244E or 2245E

All readings are available on-line through the Western Library Databases Catalogue.

Grade Evaluation:

Participation: 20%

Online Test: 20%

Op-Editorial: 30%

Final Assignment: 30%

Participation – 20% | DUE: ongoing

The success of the class depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in the discussion.

Class attendance is mandatory. See *Important Notes* section for more information. For each meeting student attendance will be noted. Owing to the COVID-19 pandemic meeting may be held synchronously on Zoom or in person.

The grade will be based on classes attended and participation in the lectures.

Online Test – 20% | DUE: Thu, Oct 07, 2020 in class

This test is based on part one of the course (weeks 1-4). The test is designed to ensure you are keeping up with the literature on social movements. All readings and lecture materials are subject to testing. Strategies for succeeding on multiple choice and true/false tests will be shared in week one.

Opinion Editorial – 30% | DUE: Wed, Nov 10, 2020 by 11:59p.m.

Part two of the course (weeks 5-8) will explore a small sample of social movements. Though not an exhaustive nor representative overview of all social movements, this sample is intended to develop critical thinking skills that will be useful for any future study of movements. The student will apply these skills by creating a 750-word publication-quality opinion editorial. Detailed instructions and samples will

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be provided. All students are strongly encouraged to have the document edited by peers. Typos or other errors will result in a reduced grade.

Advocacy Organization Plan Proposal – 30% | DUE: Wed, Dec 08, 2020 by 11:59p.m. (Last day of term)

Students will write a proposal for an advocacy organization seeking to make legislative or policy change at one level of government. Exceptional plans will include: citations from academic sources; inclusion of course readings where appropriate; definitions of concepts used; appropriateness of topic; and fulfillment of each section in the template (provided later). Professionalism matters. All papers must be submitted in OWL by 11:59p.m.

A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for assignments submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due.

Readings:

Each week includes two academic or textbook readings.

1. September 09 – Welcome: The Study of Social Movements

- Della Porta, D., & Diani, M. (2015). Introduction: The field of social movement studies. In D. D. Porta & M. Diani (Eds.), *The Oxford Handbook of Social Movements* (pp. 1-30, <https://www-oxfordhandbooks-com.proxy1.lib.uwo.ca/view/10.1093/oxfordhb/9780199678402.001.0001/oxfordhb-9780199678402-e-61>). Oxford University Press.

2. September 16 – Defining Social Movements

- Tarrow, S. (2011). Introduction. In S. Tarrow, *Power in Movement: Social Movements and Contentious Politics* (Cambridge Studies in Comparative Politics, pp. 1-15). Cambridge: Cambridge University Press.
- Della Porta, D. (2020). Social movements. In D. Berg-Schlosser, B. Badie & L. Morlino, *The SAGE Handbook of Political Science* (Vol. 3, pp. 656-673). London: SAGE Publications Ltd.

3. September 23 – Origins and Evolution of Social Movement Study

- Tarrow, S. (2011). Contentious politics and social movements. In S. Tarrow *Power in Movement: Social Movements and Contentious Politics* (Cambridge Studies in Comparative Politics, pp. 16-34). Cambridge: Cambridge University Press.
- Polletta, F., & Jasper, J. (2001). Collective identity and social movements. *Annual Review of Sociology*, 27, 283-305. Retrieved August 9, 2020, from www.jstor.org/stable/2678623
- Optional: Edelman, M. (2001). Social movements: Changing paradigms and forms of politics. *Annual Review of Anthropology*, 30, 285-317. Retrieved August 9, 2020, from www.jstor.org/stable/3069218. **Read pages 285-294 only.**

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4. September 30 – Deeper Look at Theories

- Barnes, B. (1995). Social movements. In B. Barnes *The Elements of Social Theory* (pp. 151-171). Princeton, New Jersey: Princeton University Press. **Read pages 151-165 only.**
- Paul D'Anieri, Claire Ernst, & Elizabeth Kier. (1990). New social movements in historical perspective. *Comparative Politics*, 22(4), 445–458.
- Optional: McCarthy, J., & Zald, M. (1977). Resource mobilization and social movements: A partial theory. *The American Journal of Sociology*, 82(6), 1212–1241.

5. October 07 – Black Rights

- Schmidt, C. (2016). Legal history and the problem of the long Civil Rights Movement. *Law & Social Inquiry*, 41(4), 1081–1107.
- Clayton, D. (2018). Black Lives Matter and the Civil Rights Movement: A Comparative analysis of two social movements in the United States. *Journal of Black Studies*, 49(5), 448–480.

6. October 14 – Environmental Movements

- Harter, J. (2004). Environmental justice for whom? Class, new social movements, and the environment: A case study of Greenpeace Canada, 1971-2000. *Labour / Le Travail*, 54, 83-119.
- Shellenburger, M. (2020). Introduction. It's not the end of the world. In M. Shellenburger *Apocalypse Never: Why environmental alarmism hurts us all* (will be in OWL under resources). Harper Collins.

7. October 21 – Women's Rights

- Reger, J. (2019). The making of a march: Identity, intersectionality, and the diffusion of U.S. feminism. In J. Reger *Nevertheless they persisted: Feminisms and continued resistance in the U.S. women's movement* (pp. 1-22). New York: Routledge.
- Soule, S., & Olzak, S. (2016). When do movements matter? The politics of contingency and the Equal Rights Amendment. *American Sociological Review*, 69(4), 473–497.

8. October 28 – Love Rights

- Hall, S. (2010). The American gay rights movement and patriotic protest. *Journal of the History of Sexuality*, 19(3), 536-562. Retrieved August 9, 2020, from www.jstor.org/stable/40986338
- Kane, M. (2010). You've won, now what? The influence of legal change on gay and lesbian mobilization, 1974-1999. *The Sociological Quarterly*, 51(2), 255-277. Retrieved August 9, 2020, from www.jstor.org/stable/20697941

9. November 11 – Case Study: The Child Welfare PAC

- Tilly, C. (2017). From mobilization to revolution. In E. Castaneda & C. Schneider *Collective Violence, Contentious Politics, and Social Change: A Charles Tilly Reader* (1st ed., pp. 71-91). Routledge.
- Kovarikova, J. (2017, April 24). *Exploring youth outcomes after aging-out of care*. Retrieved from Child Welfare PAC website: <https://childwelfarepac.wixsite.com/mysite/resources>

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10. November 18 – Social Movement Strategies

- Snow, D., Soule, S., Kriesi, H., & McCammon, H. (2019). Part III: Social movement strategies and tactics. In D. Snow, S. Soule, & H. McCammon *The Wiley Blackwell Companion to Social Movements* (Second edition, pp 269-368). John Wiley & Sons, Inc. **Only read your preferred chapter in Part III.**
- Konieczny, P. (2014). Signs of a generational change in social movements: Activists' use of modern information and communication technologies. *Polish Sociological Review*, (187), 261-290. Retrieved August 9, 2020, from www.jstor.org/stable/24371630

11. November 25 – Interest Groups

- Yoho, J. (1998). The evolution of a better definition of 'Interest Group'. *Social Science Journal*, 35(2), 231.
- Holyoke, T. (2009). Interest group competition and coalition formation. *American Journal of Political Science*, 53(2), 360-375. Retrieved August 9, 2020, from www.jstor.org/stable/25548123

12. December 02 – Lobbying

- Figueiredo, J.M., & Richter, B.K. (2014). Advancing the empirical research on lobbying. *Annual Review of Political Science*, 17(1), 163-185.
- Hall, R., & Deardorff, A. (2006). Lobbying as Legislative Subsidy. *The American Political Science Review*, 100(1), 69–84.

Statements Concerning Online Etiquette ('Netiquette')

Some components of this course may involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please "arrive" to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
- unless invited by your instructor, do not share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking

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- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

In addition, as a security measure for all course outlines for online or blended courses, only participants using their UWO credentials will be permitted to access the class. If, for privacy reasons, a student wishes to use a pseudonym, they must have the pseudonym pre-approved by you before being allowed to participate in the online component of the course.

Criteria for Evaluation of Written Assignments

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

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

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

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few

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times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

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

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

Important Notices

General

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

Policy on Communication

When possible, reserve questions for office hours after class. If it is necessary to contact me by email, I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, responses to an ongoing inquiry may be delayed. Please use office hours when possible.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

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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).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (i.e. Turnitin.com). As stated in the University of Western Ontario “Handbook of Academic and Scholarship Policy:”

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 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>).

Masking Guidelines

Students will be expected to wear triple layer, non-medical, paper masks at all times in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation.

Students are not permitted to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Dean, and such actions will be considered a violation of the student Code of Conduct.

Course Absences due to Daily COVID Screening Questionnaire

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling).

Methods for dealing with missed work and course content are at the discretion of the instructor(s). Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with further information as to how this applies within this course.

Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered

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entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor. In the event that online learning is required, a stable internet connection with working microphone and webcam will be required. As has been the case in the past, the decision to pivot to online learning will be made by Western, and not individual instructors or departments (excepting temporary online instruction in the event of instructor illness).

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**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.

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).

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/>

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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: 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

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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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.