



**Political Science 4216G**  
**WOMEN & POLITICAL LEADERSHIP**

Winter Term 2023 | Tuesdays 11:30-1:30pm | SSC 7200

**Kate Graham, PhD (she/her)**

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Virtual Office Hours: [Book a time to meet](#)

In Person Office Hours: By appointment, HC-H114

**Course Description**

Women are underrepresented in all levels of politics in Canada and in most jurisdictions around the world; and, this underrepresentation is even more pronounced in political leadership roles. In 2023, why is this still the case – and what can be done about it?

This course offers an intensive, intersectional examination into the topic of gender and political leadership, examining Canada's experience in a global context. Students are encouraged to think critically about the institutions, political cultures, partisan dynamics and other processes which enforce and sustain the underrepresentation of non-dominant perspectives into our political system.

The first half of the course examines the problem: historic institutions and traditions that have limited women's political participation; barriers faced by non-dominant groups throughout the political lifecycle, starting with candidacy through to exits from political life; partisan dynamics and incentives; the broader (and problematic) socialized ideas and norms about leadership; and the changing role of media and social media.

The second half of the course focuses on solutions towards seeing greater representation in politics, including an examination of actions and policy approaches which have proven effective in other jurisdictions. Importantly, the consequences of underrepresentation in our political system – and opportunities that emerge from improving this chronic problem in Canada – are carefully examined, from legitimacy to trust to better decision making.

For upper year and graduate students with a keen interest in the topic of gender and politics, and for those who would relish in a lively weekly discussion about smashing the patriarchy out of our political system – well, this course is for you.

## Learning Outcomes

The course has four major learning objectives.

1. To offer a comprehensive exploration into the topic of gender and politics, with a focus on women in political leadership roles, including building familiarity with the key concepts, ideas and research on the topic relevant to a Canadian context;
2. To build students' ability to express their own ideas in writing, including in traditional academic assignments as well as with training on writing for a popular or professional audience, building an important specialized skill of communicating complicated ideas in simple language;
3. To provide a safe, fun and meaningful environment for engaged dialogue about important and sometimes difficult topics, including learning to listen and share with people who may have different perspectives and experiences; and
4. Most importantly, to strengthen students' critical lenses for thinking about equity, including with respect to gender, in our political system and culture, as the basis for building engaged citizens who demand better in the future.

## Teaching Methodology and Expectations of Students

This is a graduate level seminar course with an emphasis on group dialogue and peer-to-peer learning. As such, students are strongly encouraged to be present for all classes. The following are expected of students in this course:

- An expectation of self-directed, independent and active learning;
- An expectation that assigned readings will be read thoroughly prior to class;
- An expectation that each participant will participate in an active, respectful, and relevant manner, contributing ideas and insights while also listening to others;
- An aspiration toward enhanced depth and breadth of learning as the course proceeds;
- An aspiration toward more critical and analytical thinking as the course proceeds and assignments are completed; and
- An aspiration toward a continued curiosity toward new ideas and an openness toward others and their ideas.

## Required Course Material

This course will draw on two central texts, which students are encouraged to purchase or access through the library:

- Pamela Paxton, Melanie M. Hughes and Tiffany D. Barnes (2020), *Women, Politics and Power: A Global Perspective, Fourth Edition*, Thousand Oaks: A SAGE Company.

- Linda Trimble, Jane Arscott and Manon Tremblay, eds. (2014), *Stalled: The Representation of Women in Canadian Governments*, UBC Press.

Other articles, podcasts and media materials will be made available through OWL.

## Assignments & Evaluation

- **Class Participation (20%)** – as a seminar course, attendance and active participation is paramount. Students are expected to attend and actively participate in all class discussions and activities. The evaluation will be evaluated based each student’s contributions towards the collective learning of the class. Marks will be provided at the midpoint (February 14, 2023) and conclusion (April 4, 2023) of the course.
- **Reflection Paper (15%)** - this initial short assignment asks students to write an up to 1000 word (maximum!) responding to this question: why are more women needed in political leadership roles? This paper should draw on materials from the course as well as other materials, experiences or cases the student views to be most relevant. This assignment is due on OWL in Week 3, on Friday January 27, 2023 at 3pm.
- **Seminar Leadership (15%)** - each student (or in pairs, depending on class size) will lead one seminar discussion during the course. This includes offering a few framing comments at the beginning of class about the topic and readings, and facilitating a discussion of 3-5 questions shared in advance by the student with the class.
- **Analytical Case Study (30%)** – students will choose one specific jurisdiction and one intervention in that jurisdiction aimed to increase the representation of women in political leadership roles. The Paxton et al (2020) and Trimble et al (2014) will be instructive resources, and a list of examples will be provided in class. Students will write an up to 3000 word (maximum) case study examining the efficacy of the intervention. More details will be provided in class. This case study is due on OWL in Week 9 on Friday, March 17, 2023 at 3pm.
- **Op Ed (20%)** - students will translate learnings from their analytical case study into a short editorial article (~600-800 words) which could be published in a popular media source for a general public audience. Op Eds are due on OWL in Week 11 on Friday, March 31, 2023 at 3pm. Training will be provided in a special class on Week 7 about how to write an effective op ed. The strongest article from the class will be submitted for publication with a major media outlet – and that student will receive 100% on this assignment.

## What Grades Mean

The University of Western Ontario Senate has adopted a set of grade descriptors which explain the meaning of grades assigned in all university courses:

- A+ 90-100% One could scarcely expect better from a student at this level
- A 80-89% Superior work which is clearly above average
- B 70-79% Good work, meeting all requirements, and eminently satisfactory
- C 60-69% Competent work, meeting requirements
- D 50-59% Fair work, minimally acceptable
- F Below 50% Fail

## Class Schedule

Week 1	Tuesday, January 10, 2023	<p><b>Welcome to Women &amp; Political Leadership</b></p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● Course overview</li> <li>● Discussion about all assignments and evaluations</li> <li>● Sign up for seminar leadership</li> <li>● Initial framing conversation: how does Canada stack up when it comes to the representation of women in politics, and in our top political roles?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● Course outline</li> <li>● Review Interparliamentary Union monthly rankings: <a href="https://data.ipu.org/women-ranking?month=10&amp;year=2022">https://data.ipu.org/women-ranking?month=10&amp;year=2022</a></li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>● If there are topics you would like to cover during this course that you do not see on this outline, please raise them!</li> </ul>
Week 2	Tuesday, January 17, 2023	<p><b>The Problem</b></p> <ul style="list-style-type: none"> <li>● The historical evolution and context</li> <li>● Orienting theories of gender, power and leadership</li> <li>● A contemporary picture of (under)representation</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● Paxton et al (2020), "Chapter 1: Introduction to Women in Politics" in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i>.</li> <li>● Paxton et al (2020), "Chapter 2: Women Struggle for the Vote" in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>• Listen to “Episode 1: The Problem,” No Second Chances Podcast, Canada 2020 (link in OWL)</li> <li>• Elizabeth Goodyear-Grant and Amanda Bittner (2017), “Digging Deeper into the Gender Gap: Gender Salience as a Moderating Factor in Political Attitudes,” <i>Canadian Journal of Political Science</i> 50(2): 559-578 (available on OWL)</li> </ul>
Week 3	Tuesday, January 24, 2023	<p><b>Barriers: An Intersectional Lens</b></p> <ul style="list-style-type: none"> <li>• Class introductions</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Paxton et al (2020), “Chapter 3: Positions and Pathways” in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i>.</li> <li>• Paxton et al (2020), “Chapter 4: Intersectionality and Difference” in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i>.</li> <li>• Tweet thread by Calgary Mayor Jyoti Gondek on August 28, 2022 about her experiences:  <a href="https://twitter.com/JyotiGondek/status/1563992273180049409?s=20&amp;t=iDc39tvOQKmE1-er89EbcA">https://twitter.com/JyotiGondek/status/1563992273180049409?s=20&amp;t=iDc39tvOQKmE1-er89EbcA</a></li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Short reflection paper (15%) due on OWL on Friday January 27, 2023 at 3pm</li> </ul>
Week 4	Tuesday, January 31, 2023	<p><b>“She’s Not Qualified” &amp; Other Misogynistic Bullshit</b></p> <ul style="list-style-type: none"> <li>• Socialized ideas and definitions of leadership</li> <li>• Ambition and confidence</li> <li>• Role model effects</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Paxton et al (2020), “Chapter 5: Explaining the Political Representation of Women: Culture” in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i></li> <li>• Richard Fox and Jennifer Lawless (2014), “Uncovering the Origins of the Gender Gap in Political Ambition,” <i>American Political Science Review</i> (available on OWL).</li> <li>• “See Jane 2021: Looking Back and Moving Forward - the State of Representation in Popular Television from 2016 to 2022,” Gina Davis Institute on Gender and Media (available on OWL)</li> </ul>

Week 5	Tuesday, February 7, 2023	<p><b>Social Inequality = Political Inequality</b></p> <ul style="list-style-type: none"> <li>• Social structure</li> <li>• Wage gaps, educational opportunities and work</li> <li>• Networks and access</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Paxton et al (2020), "Chapter 6: Explaining the Political Representation of Women: Social Structure" in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i></li> <li>• Explore OECD data on Women in Politics: <a href="https://data.oecd.org/inequality/women-in-politics.htm">https://data.oecd.org/inequality/women-in-politics.htm</a></li> </ul>
Week 6	Tuesday, February 14, 2023	<p><b>Love, Sex &amp; Scandal: Political Women &amp; Media (a Valentine's Day special!)</b></p> <ul style="list-style-type: none"> <li>• Interest in the personal lives of political women</li> <li>• Differential treatment by media</li> <li>• Social media environment</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Ludovic Rheault, Erica Rayment, and Andreea Musulan (2019), "Politicians in the line of fire: Incivility and the treatment of women on social media," <i>Research &amp; Politics</i>. Available on OWL.</li> <li>• Maria Escobar-Lemmon and Michelle Taylor-Robinson (2015), "Sex, Survival and Scandal: A Comparison of How Men and Women Exit Presidential Cabinets," <i>Politics &amp; Gender</i> 11(4). Available on OWL.</li> <li>• Katie Simpson (2016), "Trump is a self-celebrating 'sexual predator,' says Canada's 1st female PM," <i>CBC</i>. Available on OWL.</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• First half participation marks will be uploaded</li> </ul>
<i>Take a break! Winter Reading Week is February 18-26th, 2023</i>		
Week 7	Tuesday, February 28, 2023	<p><b>Training Session - Writing Effective Op Eds</b></p> <ul style="list-style-type: none"> <li>• Special session: training about writing op eds and distilling complex ideas and research into simple and compelling language</li> </ul>

		<ul style="list-style-type: none"> <li>This session may be opened to other graduate students and/or faculty - details TBD</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>TBD - may be provided in advance</li> </ul>
Week 8	Tuesday, March 7, 2023	<p><b>Thinking about System Solutions</b></p> <ul style="list-style-type: none"> <li>Signs of progress? A review of Canada and beyond</li> <li>Electoral systems</li> <li>Quotas</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Paxton et al (2020), "Chapter 7: Explaining the Political Representation of Women: Politics" in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i></li> <li>Read "Introduction" and "Conclusion" chapters of Linda Trimble, Jane Arscott and Manon Tremblay, eds. (2014), <i>Stalled: The Representation of Women in Canadian Governments</i>, UBC Press.</li> </ul>
Week 9	Tuesday, March 14, 2023	<p><b>Working Session for Analytical Case</b></p> <ul style="list-style-type: none"> <li>No class discussion this week</li> <li>Working time to finish analytical case studies, including ability for 1:1 discussion with the professor about the assignment if needed</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Analytical Case Study (30%) due on OWL on Friday, March 17, 2023 at 3pm</li> </ul>
Week 10	Tuesday, March 21, 2023	<p><b>Examining Interventions</b></p> <ul style="list-style-type: none"> <li>Informal sharing about the interventions studied in the case study assignments - please come prepared to speak informally (no presentation needed) about your case study, and ideas for your op ed</li> <li>Discussion about developing successful op eds</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>

Week 11	Tuesday, March 28, 2023	<p><b>Do Women Make a Difference?</b></p> <ul style="list-style-type: none"> <li>• Descriptive representation, symbolic representation</li> <li>• Demonstrated diversity benefits</li> <li>• Women leaders during COVID</li> <li>• Legitimacy, trust and decision making</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Paxton et al (2020), "Chapter 9: Do women make a difference?" in <i>Women, Politics and Power: A Global Perspective, Fourth Edition</i></li> <li>• Avivah Wittenberg-Cox (2020), What Do Countries With The Best Coronavirus Responses Have In Common? Women Leaders, <i>Forbes</i>. Available on OWL</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Op Ed (20%) due on OWL on Friday, March 31, 2023 at 3pm</li> </ul>
Week 12	Tuesday, April 4, 2023	<p><b>The Final Chapter</b></p> <ul style="list-style-type: none"> <li>• Guest speakers - TBD</li> <li>• Closing words on gender equity, politics and our collective role in driving progress</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• None - and all assignments are complete!</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Second half participation marks will be uploaded</li> </ul>



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

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

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

### **Essay course requirements**

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

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

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

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

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

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

### **Duplication of work**

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

### **Grade adjustments**

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

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Submission of Course Requirements**

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

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

### **Attendance Regulations for Examinations**

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

## **Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Note:** Missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## **Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the

Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

## **Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

## **Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

[https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf),

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

During exams/tests/quizzes, no electronic devices (e.g. a phone, laptop, iPad) are allowed and must be powered down and stored out of reach.

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

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

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>).

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

If a course uses remote proctoring, please be advised that you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including

some biometric data) and the session will be **recorded**. Completion of a course with remote proctoring will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

## Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## 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](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.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991