

Politics of the Global South

UNIVERSITY OF WESTERN ONTARIO - POLSCI 3220F

Fall 2024

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Class Time: Tuesdays from 3:30 PM to 5:30 PM

Class: SSC 3022

Course Description

The course focuses on three areas: democracy, development, and society. We will approach these three broad topics using a comparative lens (i.e., Why are some countries more democratic than other? Why are "developed" countries more democratic than "developing" countries?). We will also study how institutions and historical political processes affect these three areas. The ultimate goal of this class is for you to critically engage with new concepts and material in a comparative perspective.

Class Format and Attendance

All classes will be held on Tuesdays from 3:30 PM to 5:30 PM. **While highly encouraged, attendance is not mandatory.**¹ I understand that the current state of things has overburdened some (most... all?) of you (us) with responsibilities, stress, and barriers that were not there four years ago. Keeping this in mind, all lecture slides will be made available to students.

Class Expectations

- 1. Always be respectful and mindful of your classmates.**
2. The class starts at 3:30 PM. It is as (un)convenient for you as it is for me. Please, be on time and awake, or somewhat awake, or faking being awake.
3. I will start the class at 3:30 PM with whoever is in the room. Arriving late? No problem. Just enter discreetly and quietly, take your seat, and we are all good. 3:45 PM is not the time to greet, chat, wave vigorously to your friends in the room. When you do this, you distract those that were on time and you distract me (it is also disrespectful, see point 1).
4. If you are going to be taking notes in your laptop/iPad, close all other tabs that might distract you from the lecture. The secret is to hang on to my every word.

¹ The excused absence policy required by the University gives a set of reasons why you could have an excused absence. For this class, you just need to let me know you couldn't make it and we are all good. It is not as if we are just exiting a global pandemic and experiencing a continuous cycle of economic crises and bearing witness of the slow demise of the world in the late stages of corporate capitalism...

5. I cannot make you pay attention and participate. But I can ask you to avoid distracting the rest of the class. Remember: I already know the material. The important part is for you to learn it.
6. If you are going to be watching TikTok during class anyways, at least drop the links to the really funny ones in the class forum.
7. I do not care if you are wearing pajamas, but please come to class. Worst case scenario, the material presence of your being might allow you to learn through osmosis.

A quick yet important note on cellphones: Our class is 120 minutes long. Most things in life can wait two hours to be resolved/answered/liked/swiped-right/retweeted/watched/poked/high-fived/instagrammed/swiped-left/live-streamed. There is no need for you to have your cellphone out and about (yes, I notice when you are in your phone even when you try to hide it under your desk). If, for some reason, you need to have your cellphone out, please let me know before class (you know, as a courtesy).

Children in Class

I applaud all of you who go to school with children! It is difficult to balance academic, work, and family commitments, and I want you to succeed. Here are my policies regarding children in class:

1. All breastfeeding babies are welcome in class as often as needed. If your baby requires your attention, you can step outside and tend to them.
2. Non-nursing babies and older children are welcome as well. As a parent of two school-age children, I understand that babysitters fall through, partners have conflicting schedules, children get sick, and other issues like a global pandemic arise that leave parents with few other options. If your child requires your attention, you can step outside and tend to them.
3. All students are expected to join me in creating a welcoming environment that is respectful of your classmates who bring children to class.

I understand that sleep deprivation and exhaustion are among the most difficult aspects of parenting young children. The struggle of balancing school, work, childcare, and high inflation is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. ***Please do not hesitate to contact me with any questions or concerns.***

Late Work Policy

Here's a real-life secret for you: legally defined adults are late with things ALL THE TIME. (Surely this isn't a secret for you, who have waited for a "soon" from your teacher to correct that essay or respond to an email... And yes, I shamelessly include myself in that group).

That said, deadlines serve their purpose. They can create an external structure to help you plan your workload and prevent everything from piling up on you. Furthermore, we live (and learn) in a community. If many of you turn in your work late, it makes planning the material we need to cover more challenging for me. Finally, there are deadlines that are more absolute than others. If the plane closes its doors at 10:00 AM and you arrive at 10:15 AM, there's no earthly power that can reopen them.

In this class, there are two types of deadlines: 1) the fatal ones, which are deadlines that cannot be postponed, and 2) the non-fatal ones, which are suggestions and planning guides (rather than arbitrary and punitive dates meant to generate anxiety). The fatal deadlines are those that are immovable for practical reasons. For example, any work submitted to me after the deadline I must submit grades will not be

considered because, well, I will have already submitted grades. Similarly, due to their nature, the Final Exam and the final submission of the Research Proposal must be submitted within the agreed-upon times.

The non-fatal deadlines are more flexible. While I strongly recommend that you keep up with the class schedule, I also acknowledge that things happen (e.g., global pandemics, climate crises, life events). Since I don't want your assignments to pile up and I also don't want you to feel like you must disappear if you submit something late, for the rest of the deadlines (e.g., Readings), I have adopted a more "liberal" policy regarding extensions. The only thing I ask is that you proactively communicate with me to find solutions for any delays that will allow you to successfully complete the course. Note that, even if there is no penalty for late submission, if you submit something like the First Draft late, it affects the submission of your Second Draft, and so on. Finally, remember that I also have a life outside the classroom, and it is partly scheduled around important course dates. If you submit an assignment late, there's a good chance it will take me longer to return it corrected.

Office Hours

Please watch this video: <https://vimeo.com/270014784>

[Many students often think that office hours are the time I should not be disturbed](#), which is the exact **opposite** of what they are for. Office hours are set times dedicated to all of you. I will be waiting for you to come by my office with whatever questions you have. Given the current state of the world, office hours are also the times I will definitely be available for a Zoom call or call across any other medium. This is the best and easiest way to find me outside of class and the best chance for discussing class material and concerns. Or concerns about school. Or life. Please call!

Outside of regularly scheduled office hours, you can always send me an email and make an appointment with me on some other time. College can be difficult. **Do not suffer in silence!** Come talk to me!

Readings

The main external platform we will use in this class is Perusall (www.perusall.com). Perusall is a free collaborative annotation tool that allows you to analyze texts collaboratively. All the required texts for the class, the most important supplementary readings, and the dates on which you should have them completed, are available on Perusall. Part of your grade will be calculated based on the annotations and comments you make on Perusall, so it is mandatory to register on Perusall.

Instructions to register on Perusall:

1. Go to www.perusall.com.
2. Create an account (you can use your institutional email as well as your personal email).
3. Accept the Terms of Services and Privacy Policies (you should read them, but you probably won't).
4. Select the option "Create or enroll in a course," and then choose "I'm a student."
5. You will be prompted to enter the course code. The course code is VALLEJO-RFLE3.
6. It will ask you to enter your Student ID in addition to your name. Enter your UWO student number.
7. Done! You should now have access to the course page.

If you couldn't access the course, you can also watch this video:

<https://www.youtube.com/watch?v=lbfo7Yusdi8>.

How does Perusall work?

Once you access the course page on Perusall, you can click on the "Getting Started" tab (upper left corner) to better understand how Perusall works.

In summary, Perusall is a collaborative tool for reading, commenting, and annotating texts. Imagine Facebook, but all the posts are the class readings. Collaboration allows you to get the help you need while also starting discussions and debates about the covered material. For example, if you have a question or some information to share about a passage in the reading, highlight the text and write your comment (as an annotation). You can also respond to your classmates' annotations in real time and upvote questions or comments that you find relevant. Good annotations contribute to the class by stimulating debates, explaining your analytical process, helping others, and highlighting key points. Beyond that, it allows me, as the instructor, to see what you understand from the readings, which elements generate the most interest, what questions arise from the reading, and how you are analyzing the texts.

Your careful reading and comments will be graded (by the platform itself). The elements that will be graded include:

- Your thoughtful contribution of questions and comments to the class discussion.
- Starting the reading on time.
- Reading in parts (instead of trying to read everything in one go).
- Completing the entire reading.
- Making questions and comments that elicit responses from your classmates.
- Answering questions from other classmates.

A complete guide on how to achieve a good grade on Perusall can be found in the following document: <https://perusall.com/downloads/scoring-examples.pdf>.

Course Requirements

Final Exam: There is one final exam worth 30pts. The exam will be taken online, with open book/notes/slides/internet. You will have to choose three questions out of four options. Each question is worth 10pts.

Research proposal: You will work on a research proposal throughout the semester. Before the final submission, you are required to submit two drafts. Each draft is worth 10pts and the final submission is worth 30pts. Instruction on what each submission should include can be found at the end of this syllabus.

Readings and annotations: Reading and annotating the material through Perusall is required and will be graded. The combined score for the semester is worth 20pts.

Class participation: Class participation means that you are fully present during lectures and other class activities. Take advantage of the forum that is given to you to share, critique, and develop your ideas. However, class participation will NOT be graded.

Grading and Important Dates

Final Exam	30%	date: Check Calendar
First Draft	10%	due date: October 9

Second Draft	10%	due date: November 13
Research Proposal	30%	due date: December 11
<u>Annotated Readings</u>	<u>20%</u>	
Total	100%	

A Final Note

The ultimate goal of this class is for you to critically engage with new concepts and material in a comparative perspective. With any luck, both the substance of the course, as well as the way we approach the material, will serve to enrich your professional and academic lives. I believe that the best way to achieve is as a learning *community*, rather than as a punitive panopticon. Thus, there is much flexibility in due dates and participation. Do not confuse this with an “easy class.” The class is not easy. However, I believe that you are in a stage of your academic careers (and lives) where discipline and motivation can be self-imposed. I trust that this will be the case.

Prerequisite(s)

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.

Non-medical and medical accommodation

Besides the Final Exam, all work can be submitted online. In the case of a non-medical absence during the Final Exam, the student can contact me and take the Exam in my office the following Monday at 9:30 AM. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean`s office and not to the instructor. Only the Dean`s office can determine if accommodation is warranted.

Statement on 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/scholastic_discipline_undergrad.pdf.

Part I: Introduction

Week 1 (Sept. 10): Introduction to the course: What is the “developing” world?

- Define the scope of the course.
- Review the structure and requirements of the course.
- Compare our area of study to the “developed” world.
- Why study the developing world?

Readings:

Handelman (2011). *The Challenge of Third World Development*. Pearson. Chapter 1: 1-16.

Calvert and Calvert (2019). *Politics and Society in the Developing World*. Pearson. Chapter 1: 1-64. (Optional)

Week 2 (Sept. 17): Overview: Democracy, dictatorship, and development

- Defining concepts: democracy, dictatorship, and development.
- Broad comparison in terms of democracy, dictatorship, and development.

Readings:

Samuels (2013). *Comparative Politics*. Pearson. Chapter 3: 59-65.

Samuels (2013). *Comparative Politics*. Pearson. Chapter 3: 91-114.

Week 3 (Sept. 24): Theories of development

- Modernization.
- Dependency theory.
- The radical tradition.

Readings:

Handelman (2011). *The Challenge of Third World Development*. Pearson. Chapter 1: 16-26.

Munck (2021). *Rethinking Development Marxist Perspectives*. Palgrave. Chapter 1: 8-14.

Week 4 (Oct. 1): Why are some countries rich and some countries poor?

- Institutions and economic development.

Readings:

Acemoglu and Robinson (2012). *Why Nations Fail: The Origins of Power Prosperity, and Poverty*. Profile Books. Chapter 3: 70-95.

Part II: Democracy and dictatorship in the developing world

Week 5 (Oct. 8): Democracy and democratization

- What is democracy?
- When do countries democratize?
- When do/did developing countries democratized?

Readings:

Handelman (2011). *The Challenge of Third World Development*. Pearson. Chapter 2: 27-55.

Calvert and Calvert (2019). *Politics and Society in the Developing World*. Pearson. Chapter 8: 357-373. (Optional)

READING WEEK (Week 6): Time to catch up!

Week 7 (Oct. 22): Dictatorship and democratic backsliding

- What is dictatorship?
- When do democracies break down / backslide?
- When do/did developing countries transition to autocracies / backslide?

Readings:

Calvert and Calvert (2019). *Politics and Society in the Developing World*. Pearson. Chapter 8: 337-357.
Levitsky and Ziblatt (2018). *How Democracies Die*. Crown. Introduction: 8-23. (Optional)

Week 8 (Oct. 29): Democracy and the quality of democracy: The Latin American experience

- The history of democratization in Latin America
- Democratic backsliding and regime change in Latin America

Readings:

Munck and Luna (2023). *Latin American Politics and Society. A Comparative and Historical Perspective*. Cambridge University Press. Chapter 5: 469-560.

Part III: Developing countries, institutions, and society

Week 9 (Nov. 5): Political institutions in the developing world I

- Systems of government in the developing world
- Systems of government and regime stability

Readings:

Calvert and Calvert (2019). *Politics and Society in the Developing World*. Pearson. Chapter 7: 299-333.

Week 10 (Nov. 12): Political institutions in the developing world II

- Electoral systems, electoral strategies, and elections
- Party systems and parties in the developing world

Readings:

Munck and Luna (2023). *Latin American Politics and Society. A Comparative and Historical Perspective*. Cambridge University Press. Chapter 7: 680-769. (Optional)

Week 11 (Nov. 19): Racial identity, ethnicity, and politics (in the developing world)

- What is racial identity? What is ethnicity?
- Ethnicity and conflict in the (developing) world.
- Racial identity and racist structures in the (developing) world.

Readings:

Handelman (2011). *The Challenge of Third World Development*. Pearson. Chapter 4: 94-130.
Golash-Boza and Bonilla (2013). "Rethinking race, racism, identity and ideology in Latin America." *Ethnic and Racial Studies*, Vol. 36, No. 10: 1485-1489. (Optional)

Week 12 (Nov. 26): Gender and politics (in the developing world)

- How do we understand gender in a political context?
- The role of gender in the developing world.

Readings:

Handelman (2011). *The Challenge of Third World Development*. Pearson. Chapter 5: 133-163.

Htun (2004). "Is Gender like Ethnicity? The Political Representation of Identity Groups," *Perspective on Politics*, Vol. 2, No. 3: 439-458. (Optional)

Week 13 (Dec. 3): Recovery week / special topic

- (We might be a bit behind at this point. We will use this week to catch up).
- (Time permitting, we can explore an additional topic).

Readings:

(Good week to catch-up on any missing readings)

Week 14: Examination Period (TBD)

Guide to Research Proposal

The objective of this activity is for you to write a research proposal on one of the topics covered during the semester. Unlike an essay or a paper, the research proposal is a long and substantiated outline of a future research project. As long as it is covered in the syllabus and it focuses on the developing world (broadly defined), the way you approach your chosen topic is up to you. Rather than presenting one paper at the end of the semester, you will present two drafts throughout the semester, receive feedback on each from me, correct what needs to be corrected, and continue to the next step. Ideally, the final submission is a polished research proposal that is a delight to read.

The research proposal will have the following structure. For Draft 1 you only need to present the items highlighted in **yellow**; for Draft 2 you need to present the item highlighted in **yellow** and **green**; for the final submission, you must include all the items. When submitting each draft, **please clearly mark each section**. For example, when developing your research question, start a section called “Research Question.”

1. **Title:** Some eye-catching title or a descriptive title. Both work (and reflect on your personality).
2. **Abstract:** A 200-word summary of your research proposal. It must include a) the puzzle you are trying to solve, b) your research question, c) a proposed theory that explains your answer to the research question, d) the data and methods you would use if you had the time to carry out the research project, and e) the results you expect to obtain.
3. **Introduction:** In three or four paragraphs you should include a) the motivation of the research proposal, b) the puzzle you are trying to solve, c) the gap in the literature, d) your research question, e) a proposed theory that explains your answer to the research question, f) the data and methods you would use if you had the time to carry out the research project, g) the results you expect to obtain, and h) the organization of the paper.
4. **Previous knowledge** [This point does not go in your research proposal; rather it helps you build your research question]: What do you know about the topic? What have you previously read about this topic (either in this class, in other classes, or on your own)? What interests you about this topic? What questions remain unanswered (to you) about the topic?
5. **Literature review:** What do we know about the topic? What has been written before about the topic? What are the main debates around the topic? What should the reader know to understand my research proposal?
6. **Research question:** *Suggestion:* think of the research question as the natural product of a dramatic twist. The literature review covers what we already know, then [dramatic twist] there is something we don't know. Enter your research question. For example, read this extract from Ferwerda et al. (2023): “The welfare magnet hypothesis holds that immigrants are likely to relocate to regions with generous welfare benefits [this is what we already know]. Although this assumption has motivated extensive reforms to immigration policy and social programs, the empirical evidence remains contested [dramatic twist... now what?]. In this paper we whether immigrant move to welfare or not [the research question].” Here is another example, this one from Weschle (2023): “About 80% of democracies allow legislators to be employed in the private sector while they hold office [this is what we already know]. However [dramatic twist], we know little about the consequences of this practice. In this paper we explore how legislators change their parliamentary behavior when they have outside earnings [the research question].” Research questions come in different flavors; these are just some examples. It is common to not get the research question right the first time, or that the research question transforms as you continue working on your proposal.
7. **Theory/Argument:** From what you learned (in class, from your previous readings, from the literature review [when you have it ready]), how do you think the world works? What is the logical relationship between the variables you are analyzing? Note that your theory/argument will

change as you write your literature review, develop your ideas, and continue working on your paper. This is normal (even expected).

8. **Hypotheses:** What are the logical implications of your theory? If my theory is correct, what should I observe in the world?
9. **Data and Methods:** Here you need to write two elements. The first is to provide some preliminary evidence that your hypotheses hold (or not, life is tough). This evidence can be qualitative or quantitative (or both). Do not go out of your way to get this information (unless you already have it available). The second element is to describe what data and what methods you would use IF you had more time to finish this project. Remember, this is a research proposal, so here is the proposal part: you have provided a puzzle, a research question, some preliminary evidence. What additional evidence would you need, how would you obtain it (and, if important, how would you analyze it), in order to confirm (or reject) your hypotheses.
10. **Results:** What results would you expect to obtain in order to confirm (or reject) your hypotheses?
11. **Conclusion:** In general terms, what do you want to show in your research? Why is this important? What new avenues are you exploring? Are there policy implications?

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.

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,

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.

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.

To connect with a case manager or set up an appointment, please contact 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

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

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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