Department of Political Science
POL 4403F
2019-20
'War on Terror'

Day/Hours/Location of Lecture: Wednesday 1:30-3:30pm, SSC 4255.

Prerequisite(s): POL 2237E
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.

Instructor: Professor Nandita, Biswas Mellamphy

Office hours: Wednesdays 12:30-1:20 PM; or by appointment, SSC 4133

Contact Information: by email nbiswasm@uwo.ca ; or by telephone only: 519-661-2111 ext. 81161 (texting will not be used).

I encourage you to visit me during my weekly office hours to introduce yourself, ask questions, or seek clarifications about the readings. Otherwise you can also communicate with me through email (at my uwo email address; please allow up to two days for responses). You can always leave me a voice message on my campus telephone (extension 81161).

Course Description:
What happens when war and militarization extend out of the space of the battlefield and become integrated into the civilian space of everyday life? Just as we have witnessed the global integration of information, communication, and trade which are no longer confined by territorial boundaries, so too, war is no longer confined to its classic theatre of operation, the physical battlefield. In combination with the technological and informational revolutions characteristic of the 21st century, the governance of terror in the name of security has effectively led to the tactical and indefinite extension of war into all spheres of life. This course seeks to critically and theoretically investigate the changing nature of 'war', from classical to contemporary information and digital forms warfare (which are increasingly non-military in nature). The course material draws from a growing international field of scholarship that researches the problematization of politics, security and war from the perspective of critical terrorism studies, political philosophy, media and information theories, as well as postmodern and poststructuralist theories of power.

Please note that this is a theoretical course that draws on empirical materials (as such, the readings and assignments will focus on theoretical analyses and discussions). For those who would like some background reading on International Relations theories, please consult: *Critical*

Approaches to International Security by K.M. Fierke and/or *International Relations Theory: A Critical Introduction* by Cynthia Weber (these books have **not** been ordered at the Bookstore so it is up to you to purchase them. I suggest using Abebooks.com or Scribd).

Themes include:

- Security and Insecurity (the politics of fear)
- States of exception and discourses of 'crisis' (disaster capitalism)
- Classical warfare, Asymmetric warfare, and Information warfare
- Predation, the asymmetric enemy and drone warfare
- Biometrics, Privacy and the Surveillance State
- Democratic erosion and Counter-Terrorism policies

This course focuses on "**inquiry-based learning**" which presupposes that 'all learning begins with the learner'. The course presupposes that YOU will take a *proactive* involvement in your own learning: this includes consulting online and print sources for further information on a topic, or consulting with me whenever you need help or have a relevant question.

Learning Outcomes:

By the end of this course, you should be able to:

- Demonstrate knowledge of diverse theories and methodological approaches in political science and recognize the ethical dimensions and problems of methodologies
- Demonstrate an awareness of how power, culture and history condition/influence knowledge formation and be able to situate knowledge historically and contextually
- Demonstrate understanding of the controversial nature of politics and recognize the limits of your own political knowledge, in light of exposure to information, concepts, theories and experience
- Demonstrate well developed, independent information literacy and research skills and be able to identify goals for their own professional development and further learning
- Work effectively with others, demonstrating the skills of giving constructive and critical feedback to peers, responding to feedback, and using active listening

Course Materials and Required Textbooks:

False Security: The Radicalization of Canadian Anti-Terrorism by Craig Forcese and Kent Roach, Irwin Law Inc.

America's War on Terror: The State of the 9/11 Exception from Bush to Obama by Jason Ralph, Oxford University Press.

Taking Liberties: The War on Terror and the Erosion of American Democracy by Susan N. Herman, Oxford University Press.

The required texts have been ordered at The Bookstore, but for cheaper prices try ordering online at abebooks.com

All other readings are available on the course website (OWL). Course materials will be available on the course website. *The website has not been developed to be a replacement for attending class*. Problems with accessibility to the course website cannot be used as a basis for missing deadlines or appealing your grades. This means that if you are having problems accessing the course website, you must notify your instructor as soon as possible and you will be directed to a computer technician.

Evaluation:
- Class Attendance (10%) + Participation (10% *please note that this is not an attendance mark; if you do not contribute to class discussion, you will not score highly in this category)= 20%
- Critical Reflective Analysis (2-3 pages, assigned question): 30%
- Research Essay Outline (2-3 pages): 10%
- Final Research Essay (40%): 12-15 pages (double spaced, typed, title page and bibliography); to be submitted electronically through the course website; no print copy required.

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)."

Please go to the appendices of this course outline for instructions for each assignment.

A Note on Attendance: 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).

Deadlines:

Critical Reflective Analysis= 30%	To be submitted electronically through the course website NO LATER THAN 11 pm., October 16, 2019 ; no print copies required.

Research Essay Outline= 10%	Due November 13, 2019; hardcopy to be submitted at the beginning of class
Final Research Essay = 40%	Due December 4, 2019 NO LATER THAN 11 pm; to be submitted electronically through the course website; no print copies required.
THERE IS NO SCHEDULED FINAL EXAM FOR THIS CLASS	

Medical and Non-medical Accommodations: Please follow the procedures as set out by the University (see Appendix B).

Accommodation for Special Needs: If you are a student with special needs, please visit Western's *Learning Skills Services* to access the resources available to you. LS counselors 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 counseling. SDC's Learning Skills Services, Rm 4100 Western Student Services Building, https://www.uwo.ca/sdc/learning/
If you are seeking academic accommodation, please see me as soon as possible, ideally at the beginning of the course (for pre-established conditions, accommodation will not be considered for those who wait till the end of classes to discuss their issues with me).

Statement on Use of Electronic Devices: All students will be required to turn off their mobile devices during lectures and voice or image recording of the lecture is strictly prohibited: you are free to use your lap-tops to take notes, but NO digital recording (either voice or image) of the lectures is allowed.

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
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Support Services: Students who are in emotional/mental distress should refer to Mental Health at Western for a complete list of options about how to obtain help. See Appendix for details.
http://www.uwo.ca/uwocom/mentalhealth/

Weekly Reading Schedule: Subject to modification

* Available on course website.

Date	Required and Recommended Readings	Lecture Themes
Sep 11	* Marie Breen Smyth *et. al.,* "Critical Terrorism Studies–an introduction"	Introduction to Course Themes and Mechanics
Sep 18	Guest Lecture: Percy Sherwood *James J. Wirtz, "Indications and Warning in an Age of Uncertainty," *International Journal of Intelligence and CounterIntelligence* 26, no. 3 (2013): 550-562. *Kenneth Williams, "FBI Phoenix Memo" (10 July 2001), 1-8. *Malcolm Gladwell, "Connecting the dots: The paradoxes of intelligence reform," *The New Yorker*, 10 March 2003. *National Commission on Terrorist Attacks Upon the United States, "The System Was Blinking Red," in *The 9/11 Commission Report*, (2004), 254-277. *President's Daily Brief, "Bin Laden Determined To Strike in US" (6 August 2001), 1-2. *President's Daily Brief, "Bin Laden Preparing to Hijack US Aircraft and Other Attacks" (4 December 1998), 1-2. *Stephen Marrin, "The 9/11 terrorist attacks: A failure of policy not strategic intelligence analysis," *Intelligence and National Security* 26, no. 2-3 (2011): 182-202.	*The System Was Blinking Red': Was 9/11 an Intelligence Failure?*
Sep 25	* Erica Chenoweth and Pauline Moore, "Critical Approaches", *The Politics of Terror* Forcese and Roach, *False Security*, Introduction and Chapter 1. Ralph, *America's War on Terror*, Introduction. Herman, *Taking Liberties*, Preface and Introduction.	*False Security: War on Terror from Past to Present*

Date	Required and Recommended Readings	Lecture Themes
Oct 2	Forcese and Roach, Chapter 3, "An Evolving Terrorist Threat". *Stephen D. Reese and Seth C. Lewis, "Framing the War on Terror: The Internalization of Policy in the US Press". *Andrew Hoskins and Ben O'Loughlin, "Introduction" (from *War and Media: The Emergence of Diffused War*). Recommended: Brian Massumi, "The Half-Life of Disaster", http://www.theguardian.com/commentisfree/2011/apr/15/half-life-of-disaster	*Framing War, Media and Disaster Capitalism*
Oct 9	*Cory Robin, *Fear: The History of an Idea*, p. 1-43. Ralph, Chapter 2, "The Use of Force After 9/11. Recommended: *McKenzie Wark, "Securing Security" (from *Telesthesia: Communication, Culture and Class). Dan Tynan, http://www.itworld.com/article/2708226/it-management/in-the-21st-century-surveillance-state--we-are-all-terrorists.html *Adam Curtis, *Power of Nightmares*, BBC documentary	*Fear, Force and the Politics of Insecurity*
Oct 16	No Class	**CRITICAL REFLECTION ANALYSIS DUE TODAY!**
Oct 23	*Carl von Clausewitz, "What is War?" and "Purpose and Means in War" in *On War,* p. 7-44. *Carl Schmitt, *The Concept of the Political*, p. 25-37. *Michael Hardt and Antonio Negri, *Multitude: War and Democracy in the Age of Empire*, Preface and p. 3-10, and p. 12-32.	*War, Sovereignty and States of Exception*
Oct 30	*Yves Winter, "The Asymmetric War Discourse And Its Moral Economies: A Critique", International Theory* (2011), 3:3, 488–514.	*Who is Friend and Who is Enemy? From*

Date	Required and Recommended Readings	Lecture Themes
	*Michael Hardt and Antonio Negri, *Multitude: War and Democracy in the Age of Empire,* p. 37-62. *Gal Hirsch, "On Dinosaurs and Hornets: A Critical View on Operational Moulds in Asymmetrical Conflicts", *RUSI Journal,* p. 60-63. *Reza Negarestani, "The Militarization of Peace", *Collapse: Philosophical Research and Development*, vol. 1 (2006): p. 53-60 (ONLY) http://www.urbanomic.com/Publications/Collapse-1/PDFs/C1_Reza_Negarestani.pdf	*Symmetrical to Asymmetrical War*
Nov 6	NO CLASS	**READING WEEK**
Nov. 13	*Gregoire Chamayou, "The Dialectic of the Hunter and the Hunted," (from *Manhunts: A Philosophical History*). *Gregoire Chamayou, "The Theoretical Principles of Manhunting", from *Theory of the Drone*, chapter 3; "Surveillance and Annihilation", chapter 4; "Warfare Without Combat", chapter 18. Recommended: *Derek Gregory, "Drone Geographies", 7-19. Forcese and Roach, Chapters 4 and 5.	*Netwar: The Ethics of Predation and the Politics of Drone Warfare* **RESEARCH OUTLINE DUE TODAY!**
Nov 20	*Philip Agre, "Surveillance and Capture: Two Models of Privacy", 740-760. *Oscar H. Gandy, Jr., "Surveillance and the Formation of Public Policy". *Herman, *Taking Liberties,* 66-102. *Sander Jansma, "The Privacy Paradox in a Control Society".	*The Surveillance Society*
Nov 27	* G. Elmer and A. Opel, "Pre-empting Panoptic Surveillance: Surviving the Inevitable War on Terror", in David Lyon (ed.) *Theorizing Surveillance*, p. 139-160. Forcese and Roach, Chapters 6 and 7.	*Biometrics and Datawar: Privacy in the Age of Intelligent Machines*

Date	Required and Recommended Readings	Lecture Themes
	*Louise Amoore, "Biometric borders: Governing mobilities in the War on Terror", 336-351. Recommended: Philip Agre, "Your face is not a Bar Code: Arguments Against Automatic Face Recognition in Public Places", http://polaris.gseis.ucla.edu/pagre/bar-code.html	
Dec 4	*David Lyon "Surveillance, Snowden, And Big Data: Capacities, Consequences, Critique". *Randy Borum, "Radicalization into Violent Extremism I: A Review of Social Science Theories", in *Journal of Strategic Security*, Volume 4 Issue 4 2011, pp. 7-36 *Maryam Khalid, chapter 4, "Constructing the US 'Self' in 'War on Terror' Discourse', in *Gender, Orientalism, and the War on Terror.*	*Dissent, Protest and the Erosion of Democracy* **FINAL RESEARCH ESSAY DUE TODAY!** Last Class

APPENDIX TO ASSIGNMENTS AND INSTRUCTIONS

1. Participation= 10%   **GRADING GUIDE**

Grade out of 10	Discussion	Reading
8.5+	<u>Excellent</u>: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
8-8.4	<u>Very Good</u>: thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
7-7.9	<u>Good</u>: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
6-6.9	<u>Somewhat poor</u>: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
5-5.9	<u>Poor</u>: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material
below 5	Never speaks or participates	No apparent familiarity with assigned material

2. Critical Reflection Analysis: 30%

Objectives:
- To stimulate your interest in reading the weekly assigned course materials.
- To help you direct and better orient your weekly reading of course materials.
- To enable you to critically respond to class materials in writing

This reflective writing exercise evaluates your familiarity with the course materials and main themes; this means the more you can critically and reflectively draw in class materials, the better you will score. Critical reflections do not simply summarize the text or evaluate whether or not you like the text; they are a 3-4 page *persuasive* and *focused analysis*, *argument, or interpretation about the text*. They not only help you think critically about the texts you read but also help you formulate ideas and develop arguments that you can use in your research essay and take-home exam. *In fact, this critical reflection assignment is designed to help you build your essay writing skills.*

Format: Based on the readings and using the course materials you have studied up till that point, you'll **write a mini-essay** that offers a critical response to a pre-given question. Demonstrate your knowledge of the class materials by discussing concepts and arguments covered in the weekly readings.

All responses should be double-spaced, typed and printed; responses should be formulated in standard essay-style (introduction, body, conclusion, citations and bibliography). You can use any citation style you like, although Chicago Style is recommended.
http://www.chicagomanualofstyle.org/tools_citationguide.html

The Question: How have 'mediatization' and 'framing' affected the War on Terror?

Tip: Draw as much as possible from course themes, concepts and materials to discuss your perspective. Use standard essay form and academic referencing.

Submission instructions: Go to the 'Assignments' link in the Menubar of the OWL course website to access the 'Critical Reflection Analysis' link in order to upload your electronic version. SUBMIT EITHER AS A WORD OR PDF DOCUMENT ONLY (OWL DOES NOT ACCEPT PAGES OR ANY OTHER FORMAT). No hard copy printout is required; your uploaded copy counts as your official submission.

3. Research Essay Outline: 10%

Objective:
- Outline your preliminary research question, approach, and tentative bibliography in preparation for the final research essay

Format: Approximately 2-3 pages; typed and printed.

Guidelines:

The aim of this exercise is to encourage you to start thinking about your final research paper. You are being asked to provide a written outline of your final research essay, so the objective is to give me a good sense of your final research topic.

Please include the following content:

1. Introduction to your tentative research question, or hypothesis; briefly discuss your approach and the rationale (ie. why are you interested in this topic? Are you bringing an original point of view to the research literature? What are some of the controversies or debates surrounding your topic or your interpretations? What do you hope to contribute to the existing literature?)

2. Brief outline of essay in the form of sections and subsections (point form is fine).

3. Tentative Bibliography (which sources have you consulted?) Try to use at least: 4 books; 4 journal articles; Plus your choice of scholarly digital sources (newspaper articles, blogs, etc.)

4. Research Essay = 40%

Objectives:
- To give you an opportunity to synthesize concepts learned in the class (as well as apply knowledge from other classes) and apply them to a focused area of inquiry or topic
- To help you build your mental analytic skills and how to translate them into persuasive, written arguments
- To build your knowledge expertise in a particular topical area of study (e.g. Canadian anti-terror law)

Instructions: Based on the research question and outline you submitted (and for which you will receive feedback), please provide a 10-15 pages, typed, double spaced, including bibliography. Standard essay format which should include an introduction, body and discussion, conclusion and bibliography.

Sources: You must use minimum
- 4 books
- 4 journal articles
- Plus your choice of scholarly digital sources (newspaper articles, blogs,
Citation Style: Please use Chicago Style;
http://www.chicagomanualofstyle.org/tools_citationguide.html

Evaluation Criteria: Here are the categories according to which your final essay will be assessed and graded. Please ensure that all elements, are present, as much as possible, in your final research paper:

- ARGUMENTATION / REASONING (clear thesis statement, analysis of course content, thorough judgment of the material presented, logical development of ideas, argumentative technique, well-supported and convincing conclusions, credible interpretations and inferences)
- EVIDENCE (textual support, accurate and appropriate use of quotes, explanation of quotes used, engagement with course materials, relevant selection of sources, provision of adequate context, recognition of what's at stake in the question)
- ESSAY FORM / ORGANIZATION (introduction, body, conclusion, references and citations, bibliography, points of contrast/comparison, consistent focus on the question at hand, clear plan for the reader to follow, cumulative sequence of points)
- TECHNIQUE (credibility of authorial voice, grammar, style, spelling, clear definitions and explanations of concepts, unambiguous word choice, to the point, balance between eloquence and precision.

Feel free to ask questions or get clarifications anytime!

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

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

Use of Personal Response Systems ("Clickers")
"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.
Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:
• the use of somebody else's clicker in class constitutes a scholastic offence,
• the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

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

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

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

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

Academic Offences
"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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

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

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

Medical Policy, Late Assignments, etc.
Students registered in Social Science should refer to
https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy,
Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and
other Academic Concerns. Non-Social Science students should refer to their home faculty's academic
counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an
idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where
appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence."
(see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the
commercial plagiarism detection software under license to the University for the detection of plagiarism. All
papers submitted for such checking will be included as source documents in the reference database for the
purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to
the licensing agreement, currently between The University of Western Ontario and Turnitin.com
(http://www.turnitin.com)."

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

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and
Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.
Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*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

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

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

Procedures for Requesting Academic Consideration

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

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

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

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.
Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

Students will be allowed:
- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.
- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;

- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

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

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