

Political Science 3366E: International Conflict Management (Summer 2020)

An examination of theories and strategies of international conflict and conflict management, including the causes of war, arms control, and various methods of reducing or eliminating conflict. This year, the main sections of the course focus on: (i) the study of war, (ii) the cycle of violence, (iii) political and economic sanctions, (iv) international courts (v) peacekeeping, (vi) the use of force (e.g., peace enforcement operations), (vii) various case studies involving the use of force, (viii) humanitarian interventions, and (ix) the laws of war.

Instructor / Contact Information

Instructor: Dr. Mark Yaniszewski

E-Mail: myanisz@uwo.ca

Contact

Since this is a Distance Education course, there are no formal office hours. Instead, e-mail will be the primary method of contact except, perhaps, for more complex consultations (e.g., discussing the writing assignment) when phone or video conferencing maybe an option. In any event, e-mails will be answered within 24 hours during the week and within 48 hours over the weekend — although in practice most e-mails will be answered much, much faster than this.

- Please use your UWO e-mail account when communicating with the instructor as the University's anti-spam software may treat e-mails from other accounts as spam.
- Students should check their UWO e-mail regularly for messages, updates, and other important information from the instructor.

Distribution of Marks

Students will be graded on the basis of the following components:

- First Midterm Examination = 20%
- Second Midterm Examination = 20%
- Writing Assignment = 30%
- Final Exam = 30%

Midterms and Exams

In previous years, this Distance Education course held live, in-person midterms and examinations at various points in the term. These midterms and examinations were held on the campus of the University of Western Ontario and at Remote Exam Centres located in Barrie, Ottawa, Sudbury, Toronto, Vancouver, and Calgary. **At the time this syllabus was prepared, live, in-person midterms and examinations were still scheduled to be held for this course. However, some — or all — of these arrangements may need to be adjusted depending on the status of the current health emergency and any provincial or federal “stay at home” orders.** In the event that live, in-person midterms and/or examinations are not possible, an alternative testing format (e.g., a take home exam or some other option) will have to be employed. Please watch your e-mail and the OWL announcements page closely for any updates.

Lecture Format

This course is being taught as a “distance education” course. The instructor will, however, endeavour, as much as possible, to maintain the structure and format of a conventional course.

This term, lectures will be delivered as audio files. Additional materials (e.g., maps, charts, and diagrams associated with individual lectures) will regularly be posted to **Owl**. In most cases, lectures will be posted at a rate faster than would normally be the case with a live, in-person class.

Students can then judge for themselves how fast to access this material.

Course Readings

There is no textbook for this course. Instead, students are expected to read the readings listed in the section below.

Most readings are available through the library's e-journal/e-book collection. Additional readings are available on-line direct from the publisher and a small number of readings are available through the library **RESERVE** collection. If you are having trouble accessing these readings, consult the instructor or any reference librarian.

Writing Assignment

A detailed list of topics and requirements will be posted separately to OWL.

The writing assignment is due by **Friday July 10th at 8:00 pm (EST)**. Completed assignments must be uploaded to an OWL drop box by this deadline. Late assignments will be accepted until **Friday July 17th at 8:00 pm (EST)**. Late assignments must be uploaded to a (second) OWL drop box by this deadline. **Late assignments are automatically penalized by a reduction of 15% and assignments not submitted by this time will automatically receive a grade of 0%.**

Note that the -15% late penalty is a flat rate penalty. Papers five minutes late, one day late, five days late, or any variation therein receive the same penalty. These penalties will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted (e.g., forgetting to back-up your files before your hard drive crashes or having the dog eat your homework and so on does not constitute a legitimate excuse for not completing the assignment on time).



Copyright

The copyright for the intellectual property created for this Western University course, including, but not limited to, audio, video, and/or written lectures, handouts, exams and tests, assignments, and all other materials created for this course, is held by the instructor. These materials are designed for the personal use of students registered in this course only and may not be recorded or used or reproduced or otherwise be re-transmitted in any other form or for any other purpose without the express written consent of the instructor. Providing these materials to a third party, including, but not limited to, a third party website, constitutes a violation of the instructor's intellectual property rights and/or a violation of the Canadian Copyright Act. Individuals in violation of these intellectual property and/or copyright restrictions will be prosecuted and may be subject to academic and/or civil penalties. By participating in this course, all parties agree to be bound by these conditions as well as by any or all relevant Western University regulations and any or all provisions of the Canadian Copyright Act.

Lectures and Course Readings

Below is the list of topics that will be covered this term. It is recommended that students read the associated course readings before they download the associated lecture.

Section 1

The History and Evolution of War

Section 1: Unit 1 — Course Introduction

(No readings)

Section 1: Unit 2 — Proto-War

Lawrence H. Keeley and Daniel Cahen, "Early Neolithic Forts and Villages in NE Belgium: A Preliminary Report," *Journal of Field Archaeology*, Vol. 16, No. 2 (Summer 1989), pp. 157-176. [Pay particular attention to pp. 168-176 and skim the rest of this article.](#)

M. Mirazón Lahr *et al*, “Inter-Group Violence among Early Holocene Hunter-Gatherers of West Turkana, Kenya,” *Nature*, Vol. 529, No. 7586 (January 21, 2016), pp. 394-398 [plus non-paginated methodology section].

[Pay particular attention to pp. 394-398 and skim the rest of this article.](#)

Jared Diamond, “Easter Island Revisited,” *Science*, Vol. 317, No. 5845 (September 21, 2007), pp. 1692-1694.

Section 1: Unit 3 — The Evolution of War

Claudio Cioffi-Revilla, “Origins and Evolution of War and Politics,” *International Studies Quarterly*, Vol. 40, No. 1 (March 1996), pp. 1-22.

Section 1: Unit 4 — The Future of War?

Christian Brose, “The New Revolution in Military Affairs: War’s Sci-Fi Future,” *Foreign Affairs*, Vol. 98, No. 3 (May-June 2019), pp. 122-134.

Section 2

Breaking the Cycle of Violence

Section 2: Unit 1 — Pacifism, Nonviolent Resistance, and Their Critics

Bertrand Russell, “War and Non-Resistance,” *Atlantic Monthly*, Vol. 116, No. 2 (August 1915), pp. 266-274.

[Available in the public domain <http://fair-use.org/atlantic-monthly/1915/08/war-and-non-resistance>](http://fair-use.org/atlantic-monthly/1915/08/war-and-non-resistance)

Ralph Summy, “Nonviolence and the Case of the Extremely Ruthless Opponent,” *Pacifica Review: Peace, Security & Global Change* [now *Global Change, Peace & Security*], Vol. 6, No. 1 (1994), pp. 1-29.

[This item is not in the UWO e-journal collection. It can be found in the RESERVE collection for this course.](#)

Section 2: Unit 2 — The Logic of Arms Control

Neil Cooper & David Mutimer, “Arms Control for the 21st Century: Controlling the Means of Violence,” *Contemporary Security Policy*, Vol. 32, No. 1 (April 2011), pp. 3-19.

Section 2: Unit 3 — Alternative Defence Strategies

John Grin and Lutz Untersher, “The Spiderweb Defense,” *Bulletin of the Atomic Scientists*, Vol. 44, No. 7 (September 1988), pp. 28-30.

Stephen J. Flanagan, “Nonoffensive Defense is Overrated,” *Bulletin of the Atomic Scientists*, Vol. 44, No. 7 (September 1988), pp. 46-48.

These two items are not in the UWO e-journal collection. They can be found in the **RESERVE** collection for this course.

Section 2: Unit 4 — Mediation

Mona Fixdal, “The Minefields of Mediation: An Overview,” *International Negotiation*, Vol. 20, No. 3 (2015), pp. 353–362.

Hamza Karčić, “Camp David and Dayton: Comparing Jimmy Carter and Richard Holbrooke as Mediators,” *International Negotiation*, Vol. 22, No. 1 (2017), pp. 1–32.

For this second reading, pay particular attention to the material on Jimmy Carter and skip the material on Richard Holbrooke.

Section 3

Political and Economic Sanctions and Conflict

Section 3: Unit 1 — Political and Economic Sanctions

Daniel W. Drezner, “Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice,” *International Studies Review*, Vol. 13, No. 1 (March 2011), pp. 96-108.

Edward Fishman, “Even Smarter Sanctions: How to Fight in the Era of Economic Warfare,” *Foreign Affairs*, Vol. 96, No. 6 (November-December 2017), pp. 102-110.

Section 3: Unit 2 — Sanctions Case Study: Iraq

David Rieff, “Were Sanctions Right?” *New York Times Magazine* (July 27, 2003), pp. 40-46.

Available online

<http://www.nytimes.com/2003/07/27/magazine/were-sanctions-right.html>

Section 3: Unit 2 — Contemporary Sanctions Case Study: Iran

“The Narrowing Gyre: An Unwanted War is Not Necessarily an Unlikely War,” *Economist*, Vol. 431, No. 9149 (June 29, 2019), pp. 18-20.

“Spiralling: Tensions between Iran and the West Have the Gulf States on Edge,” *Economist*, Vol. 432, No. 9153 (July 27, 2019), pp. 41-42.

Section 4

Judicial Limits to War

Section 4: Unit 1 — International Courts

Thomas Buergenthal, “Lawmaking by the ICJ and Other International Courts,” *Proceedings of the Annual Meeting (American Society of International Law)*, Vol. 103, Special Issue on International Law As Law (March 25-29, 2009), pp. 403-406.

Section 4: Unit 2 — The International Court of Justice

(No readings)

Section 4: Unit 3 — The International Criminal Court

Catherine Gegout, “The International Criminal Court: Limits, Potential and Conditions for the Promotion of Justice and Peace,” *Third World Quarterly*, Vol. 34, No. 5 (June 2013), pp. 800-818.

Omar G. Encarnación, “International Justice on Trial,” *Current History*, Vol. 110, No. 732 (January 2011), pp. 32-37.

Midterm #1
Saturday June 6th
Covers Sections 1-4 inclusive

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

Please note that all tests are currently scheduled to be held on the campus of the University of Western Ontario or at one of the Remote Exam Centres located in Barrie, Ottawa, Sudbury, Toronto, Vancouver, and Calgary.

Section 5

Resolving Conflict with Peacekeeping

Section 5: Unit 1 — Antecedents to Modern Peacekeeping

(No readings)

Section 5: Unit 2 — The History and Evolution of Modern Peacekeeping

Séverine Autesserre, “The Crisis of Peacekeeping: Why the UN Can’t End Wars,” *Foreign Affairs*, Vol. 98, No. 1 (January-February 2019), pp. 101-118.

Festus Aubyn *et al*, “The Many Implications of UN Peacekeeping: Ghana’s Peacekeeping Efforts Abroad have an Impact at Home,” *DIIS Policy Brief* (January 2019).

Available online

[<https://www.diis.dk/en/research/ghanas-peacekeeping-efforts-abroad-an-impact-home>](https://www.diis.dk/en/research/ghanas-peacekeeping-efforts-abroad-an-impact-home)

Section 5: Unit 3 — Getting Peacekeeping to Work

Paul F. Diehl, “Peacekeeping Operations and the Quest for Peace,” *Political Science Quarterly*, Vol. 103, No. 3 (Summer 1998), pp. 485-507.

Section 5: Unit 4 — Peacekeeping’s Unintended Consequences

Matthew LeRiche, “Unintended Alliance: The Co-option of Humanitarian Aid in Conflicts,” *Parameters: Journal of the US Army War College*, Vol. 34, No. 1 (Spring 2004), pp. 104-120.

Odomovo S. Afeno, “The Exploitation of Civilians by Peacekeeping Soldiers in Africa: The Motivation of Perpetrators and the Vulnerability of Victims,” *Conflict Trends*, No. 2 (2012), pp. 49-56.

Go to the e-journal homepage (<http://www.accord.org.za/publications/ct/>) and browse to the appropriate issue.

Section 5: Unit 5 — Peacekeeping Case Study: Rwanda

Alan J. Kuperman, “Rwanda in Retrospect,” *Foreign Affairs*, Vol. 79, No. 1 (January-February 2000), pp. 94-118.

Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen,” *Atlantic Monthly*, Vol. 288, No. 2 (September 2001), pp. 84-107.

Section 5: Unit 6 — The Cost of Peacekeeping

(No readings)

Section 5: Unit 7 — The Myths and Realities of Canadian Peacekeeping

Michael K Carroll, “Peacekeeping: Canada’s Past, but Not Its Present and Future?” *International Journal*, Vol, 71, No. 1 (March 2016), pp. 167-176.

Section 5: Unit 8 — The Future of Peacekeeping: What Is to Be Done?

(No readings)

Section 6**Using Force to Manage Conflict**

Section 6: Unit 1 — *Jus ad Bellum* before the Advent of the UN Charter

(No readings)

Section 6: Unit 2 — Art. 2(4) of the UN Charter

(No readings)

Section 6: Unit 3 — Using Force in Self-Defence

(No readings)

Section 6: Unit 4 — *Jus ad Bellum* and the Security Council

Gabriël H. Oosthuizen, “Playing the Devil’s Advocate: The United Nations Security Council is Unbound by Law,” *Leiden Journal of International Law*, Vol. 12, No. 3 (January 1999), pp. 549-563.

Section 6: Unit 5 — *Jus ad Bellum* Miscellany

Eric Grove, “UN Armed Forces and the Military Staff Committee: A Look Back,” *International Security*, Vol. 17, No. 4 (Spring 1993), pp. 172-182.

Section 6: Unit 6 — The United Nations Goes to War

(No readings)

Midterm #2
Saturday July 4th
Covers Sections 3-6 inclusive

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

Please note that all tests are currently scheduled to be held on the campus of the University of Western Ontario or at one of the Remote Exam Centres located in Barrie, Ottawa, Sudbury, Toronto, Vancouver, and Calgary.

Section 7

Jus ad Bellum: Case Studies

Section 7: Unit 1 — *Jus ad Bellum* and the War in Afghanistan

Carsten Stahn, “Terrorist Acts as ‘Armed Attack:’ The Right to Self-Defence, Article 51 (½) of the UN Charter, and International Terrorism, *Fletcher Forum of World Affairs*, Vol. 27, No. 2 (Summer-Fall 2003), pp. 35-54.

Section 7: Unit 2 — *Jus ad Bellum* and the 2003 War with Iraq

Jeremy Greenstock, “Letter dated 20 March 2003 from the Permanent Representative of the United Kingdom of Great Britain and Northern Ireland to the United Nations addressed to the President of the Security Council,” United Nations Security Council, S/2003/350 (March 23, 2003).

Available online <<https://digitallibrary.un.org/record/490443?ln=en>>

John D. Negroponte, “Letter dated 20 March 2003 from the Permanent Representative of the United States of America to the United Nations addressed to the President of the Security Council,” United Nations Security Council, S/2003/351 (March 23, 2003).

Available online

<<https://digitallibrary.un.org/record/490434#record-files-collapse-header>>

Section 7: Unit 3 — War Outside the UN System: Kosovo

Steven Haines, “The Influence of Operation Allied Force on the Development of the *jus ad bellum*,” *International Affairs*, Vol. 85, No. 3 (May 2009), pp. 477-490.

Section 8

Humanitarian Interventions

Section 8: Unit 1 — R2P/Humanitarian Interventions: Evolution

Gareth Evans and Mohamed Sahnoun “The Responsibility to Protect,” *Foreign Affairs*, Vol. 81, No. 6 (November-December 2001), pp. 99-110.

Section 8: Unit 2 — R2P/Humanitarian Interventions: Critiques

Ellen Brun and Jacques Hersh, “Faux Internationalism and Really Existing Imperialism,” *Monthly Review*, Vol. 63, No. 11 (April 2012), pp. 36-48.

Section 8: Unit 3 — Humanitarian Interventions and the Case of Libya

Mohammed Nuruzzaman, “Rethinking Foreign Military Interventions to Promote Human Rights: Evidence from Libya, Bahrain, and Syria,” *Canadian Journal of Political Science*, Vol. 48, No. 3 (September 2015), pp. 531-552.

Section 9

Jus in bello

Section 9: Unit 1 — *Jus in bello* (The Laws of War)

Detlev F. Vagts, “The Hague Conventions and Arms Control,” *American Journal of International Law*, Vol. 94, No. 1 (January 2000), pp. 31-41.

Section 9: Unit 2 — Canada and the Laws of War

Tim Cook, “The Politics of Surrender: Canadian Soldiers and the Killing of Prisoners in the Great War,” *Journal of Military History*, Vol. 70, No. 3 (July 2006), pp. 637-665.

Section 9: Unit 3 — *Jus in bello* Case Study: The Afghan Detainees

Stuart E. Hendin, “Unpunished War Criminals, The Shameful Legacy of Canada’s Military Involvement in Afghanistan,” *Liverpool Law Review*, Vol. 34, No. 3 (November 2013), pp. 291–310.

Section 10

Final Thoughts

Section 10: Unit 1 — Are We Winning the War on War?

Nils Peter Gleditsch *et al*, “The Forum: The Decline of War,” *International Studies Review*, Vol. 15, No. 3 (September 2013), pp. 396-419.

Final Exam Period — August 4th through 7th
The Exam Date will be determined by Registrar's Office
Covers Sections 6-10 inclusive

A detailed template (covering the exact format of the final exam) will be posted to OWL approximately a week before the scheduled test date.

Please note that all tests are currently scheduled to be held on the campus of the University of Western Ontario or at one of the Remote Exam Centres located in Barrie, Ottawa, Sudbury, Toronto, Vancouver, and Calgary.

Important Notices

Students must complete all course requirements. Failure to do so (e.g., missing an examination without cause) will subject the student to the relevant Departmental and University regulations (e.g., possibly failing the course.)

All students should also keep a duplicate copy of their assignments. Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). At the discretion of the instructor, students may be required to pass a brief oral examination on their assignment and/or show their rough work before a final grade is assigned. (A detailed statement on plagiarism follows.)

Final examinations will be held during the regular examination period as set by the Registrar's Office. Except in the case of medical (or similar) problems, substitute examinations will normally not be given.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University

of Western Ontario “Handbook of Academic and Scholarship Policy” defines plagiarism as follows:

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

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

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

If students have any doubt as to what constitutes plagiarism, there are various resources available to them including (but not limited to) the Student Development Centre and the instructor (e.g., during office hours). If in doubt — ASK!!!

As a general guide consider the following. When you make a direct quote — Yes, you need a footnote. When you closely paraphrase ideas (e.g., following a text that someone else wrote while changing a small number of words) — Yes, you need a footnote.

What about basic facts and dates? Do you still need a footnote? Say, for example, you are asked to write a paper on the Franco-Prussian War and you have never heard about that particular conflict. And then you write in your paper that the war started in 1870 and that France was led by Louis Napoleon. Would you need a footnote for that sort of information? No. Generally, basic facts and dates are covered by the “Common Knowledge Exception.” If you picked up any general history of that conflict, they would all relate how the war started in 1870 and that France that led by Louis Napoleon. (Another way to think of the “Common Knowledge Exception” is to call it the “Rule of Three” — if a basic fact is reported in three separate general academic sources, you need not provide a footnote.)

At the same time, if one general source was particularly influential in helping you write a section of your paper (even if you did not need to footnote specific passages from it directly), you can add a footnote like the following.¹

¹ The following paragraph is based on P. Jones, *History of the Franco-Prussian War* (Toronto: Penguin Press, 1999), pp. 20-25.

And what about material covered in class (e.g., basic facts and dates). Generally this material falls under the “Common Knowledge Exception” (i.e., no footnote needed), HOWEVER if students really want to use material from the lectures they should go back to *original* sources whenever possible — especially where specific facts or data are presented or if the words of individual theorists or other experts are presented. For example, imagine the instructor states in class that “some historians consider Louis Napoleon’s strategy during the war to be similar to that used by Alexander the Great.” If you wanted to use that idea in your lecture, you should ask the instructor “which historians said this” and “where did that idea come from” BEFORE you use it in your paper. In other words, you always want to go back to the original source rather than rely solely on the material covered in class. For one thing, as a conscientious academic, you want to make sure that your professor has not made a mistake!

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

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

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

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

Duplication of work

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

Grade adjustments

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

Academic Offences

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

Submission of Course Requirements

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

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

Attendance Regulations for Examinations

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

Medical Policy, Late Assignments, etc.

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

University Policy on Cheating and Academic Misconduct

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

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

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

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

PLAGIARISM*

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

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

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

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

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

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

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

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

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

SUPPORT SERVICES

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

Procedures for Requesting Academic Consideration

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

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

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

Students seeking academic consideration:

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

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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

Request for Academic Consideration for a Non-Medical Absence

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