

**ECH2320 Qualitative Methods
in Conflict Studies and Human Rights**

Srdjan Vucetic
Fall 2016

COURSE OUTLINE

Class schedule: F08h30-11h30 TBD

Professor's office hours: W14h30-16h30 FSS6020 (or by appointment)



E-mail: svucetic@uottawa.ca

Website: <https://srdjanvucetic.wordpress.com/ech>

Course website: Virtual Campus/Blackboard

TA (if any): TBA, ditto for TA's office hours

OFFICIAL COURSE DESCRIPTION

Methods for the collection and analysis of original data and secondary sources and data. The study of qualitative methodologies for research in the fields of conflict studies and human rights. Comparative approaches, process-tracing, case studies designs etc. (Études des Conflits et Droits Humains [ECH], new course, 2016).

MY COURSE DESCRIPTION

The course begins with an overview of the philosophy of social science, including the nature of reality, theory, and causation. Next, it turns to research design, and considers the construction and use of social science concepts, followed by the idea and practice of measurement and of accessing data. The comparative method, case studies, process tracing, content and discourse analysis, ethnography, visual analysis, mixed methods, and archival document analysis will all be discussed.

SPECIFIC COURSE OBJECTIVES

The objective of the course is to give students the tools to conceptualize social science knowledge in terms of research questions and design, data collection and analysis, emphasizing qualitatively-oriented study of conflict and human rights.

At the end of this course, students will be able to: 1) Recognize the need for, and limits of, designing and doing social science research; 2) Think critically about social scientific work of different methodological hues and applying different qualitative methods to issues of conflicts and human rights.; 3) Appreciate the distinctions between descriptive and causal claims as well as between normative and analytical ones; 4) Became familiar with relevant data sources and methods for the collection of original qualitative data; 5) Understand the purpose and challenges of causal inference, comparison, conceptualization, operationalization, and case selection.

COURSE REQUIREMENTS & ASSESSMENT METHODS

This is an interactive course combining lectures, discussions, exams, and group work. No textbook covers the qualitatively-oriented study of conflict and human rights, which is why we shall use a short course reader in conjunction with journal articles, blogs posts etc. accessible online and/or through uOttawa's research databases (for off-campus online access to these, see www.biblio.uottawa.ca).

Most readings are drawn from political science, sociology, communication, and International Relations, among other disciplines and inter-disciplines. As a result, you will be exposed to different ideas about what constitutes good social science research. Do not be alarmed. Unlike the objects of natural science, the objects of social science are also subjects, in the sense that they are conscious and engage in meaningful behaviour (a.k.a., action), and methodologists have debated what to do with this fact of life for over a century. If and when confused, bring it up in class.

Since this is a brand new course, I decided to innovate/experiment by assigning as examples (not exemplars) a few recent publications authored and co-authored by me (in one case my co-authors are former ECH students), in addition to other example (and exemplars). My aim in doing this is to "humanize" the research process by giving you a candid first-hand behind-the-scenes look at the some of the struggles, failures and regrets that accompany every project. Ample attention will go towards sharing ideas how and why my co-authors and I ended up utilizing select methodologies and/or methods to address specific research questions as well as to we deal with the constraints and trade-offs among different methodologies and/or methods.

ASSIGNMENT	RAW SCORE & WEIGHT	DUE
Research question & design	5%+15%=20%	Week 5 (draft) & 12
Mid-term exam	20%	Week 8
Concept paper	5%	Week 9
Collaborative work	15%	Week 13
Final exam	40%	TBD

FINAL MARKS: 90-100 (A+), 85-89 (A), 80-84 (A-), 75-79 (B+), 70-74 (B), 66-69 (C+), 60-65 (C), 55-59 (D+), 50-54(D), 40-49 (E), 0-39 (F). For substantive meanings behind these symbols:
<http://www.etudesup.uottawa.ca/Default.aspx?tabid=1807&monControl=Examens>

Participation & attendance. Not formally evaluated, but *probably* necessary for successful completion of this course. See David Romer, "Do Students Go to Class? Should They?" *The Journal of Economic Perspectives* 7:3 (1993), 167-174.

Concept paper. Pick a concept that interests you in the area of conflict studies and human rights. After acknowledging key points of contestation in the literature, select *one* definition that makes the most sense to you (make sure you properly cite the source). How would you deploy this concept in research, and why? For example, you can explain how to convert (operationalize) this concept into a variable that can be measured and/or linked to a source of data.

If you are against “operationalism” and think that your concept cannot and should not be treated as a variable, suggest an alternative analytical use. Hard copy due in class. The paper should be max. 400 words, single-spaced, 12-pt font, 1-inch margins, *including* everything. Footnote every quotation or paraphrase in Chicago Style: <https://srdjanvucetic.wordpress.com/teachingenseignement/chicago/>

Research design. The purpose of this assignment is to familiarize you with the process of starting a research project in qualitatively-oriented social-scientific fashion. First, select a research question. Examples: Why do some polities have more women parliamentarians than others? What affects media coverage towards immigrants and minorities in X? How similar/different are gender and race as ‘forms of social power’ in Y? When do human rights-violating actors change? Etc. Next, explain why this question is important (“so what?”), what possible answers already exist on this question, and how you will go about answering this question.

No actual research is necessary, but you will need to achieve *some* command of the literature or literatures of relevance to your question in order to explain how and why you would go about looking for answer or answers and making a contribution to knowledge in this area. As well as the readings for Week 5, you are encouraged to consult additional textbooks and how-to guides (esp. if their research question appears to significantly differ from those discussed in class.).

The paper exercise is divided in *two steps*. For Week 5, you will submit only the research question plus the sources that informed it (one page max), on which you will receive my feedback. The final (Week due 12) should be max. 2,000 words, either single or double-spaced, 12-pt font, 1-inch margins, including bibliography (and any notes, appendices, figures, tables, etc.). For both steps, hard copies are due in class. Footnote every quotation or paraphrase you include in Chicago Style: <https://srdjanvucetic.wordpress.com/teachingenseignement/chicago/>

Archival Document Analysis (Collaborative work). Students will be given an opportunity to work in groups (yes to interdependence and interpersonal proficiency! yes to patience! yes to collective responsibility!) to code and analyze a selection of archival documents related to the historical evolution of the idea of human rights. Groups will be formed randomly; no ex-post changes in group membership will be allowed. Details, including on how I will deal with the problem of free riders in groups, TBA in class. The readings for this project:

Srdjan’s Archival Document Analysis Guidelines, PDF, 10 pages

Chris Wharton, “Document analysis.” In Victor Jupp, ed., *The SAGE Dictionary of Social Research Methods*. London: Sage, 2006. <http://srmo.sagepub.com/view/the-sage-dictionary-of-social-research-methods/n57.xml>

Laura Schmidt, “Using archives: A guide to effective research,” Society of American Archivists, www2.archivists.org/usingarchives

Exams. The mid-term and the final. Their purpose is to give you an opportunity to demonstrate the knowledge and understanding of the course material. Details TBA.

Fine Print

1. Late submissions of assignments are not tolerated. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate (In the event of an illness or related complications, only the counseling service and the campus clinic [located at 100 Marie-Curie] may issue valid certificates to justify a delay or absence). Exceptions for other “serious situations” are not guaranteed – **notify the professor as soon as possible and in writing** if a religious holiday etc. forces your absence during an evaluation. Reasons such as travel, work and errors made while reading the exam schedule are not accepted; the professor reserves the **right to reject** any non-medical reason put forth.
2. There will be a **penalty for** tardiness: **10%** for the first day, thereafter 5% for each day overdue.
3. You will be judged on your writing and presentation abilities. It is recommended to take the appropriate measures to avoid mistakes.
4. Re-marking requests will be considered for **one week after** the assignment is returned **if and only if** an explanation of why the original mark is not justified is made **in writing**.
5. New and additional readings might be announced at the end of class and/or through Bb, which are to be read before the subsequent class meeting(s). Changes to the syllabus necessitated by the circumstances of the class may be made **at the professor’s discretion**. If/when there are any changes, the professor will make an appropriate announcement in class, on Bb and/or in an email sent to all students’ uOttawa e-mail accounts (as maintained by the registrar’s list) prior to class time.
6. Any questions by email should receive a response **within two business days** or during the following class if taken place within the 48 hours following receipt of the email. Further, any questions by email must use uOttawa email address, as per the official policy (effective July 2012). And last, the professor reserves the right not to answer an email if the level of language used is inadequate.

ECH2320 (Vucetic) 2016 Course Schedule (Sept 7-Dec 7)

Week 1

(Sep 9) Introduction

No readings for today. One recommendation, though:

Last Week Tonight with John Oliver: "Scientific Studies", 20 min.

<https://www.youtube.com/watch?v=0Rnq1NpHdmw>

Week 2

(Sep 16) Epistemology, Part I

Martha Feldman, and Ann Chih Lin, "Teaching Qualitative Methods: The Importance of Understanding Interpretive and Positive Epistemologies," *Qualitative Methods Newsletter* 1:1 (2003): 18-20.

<http://www.maxwell.syr.edu/uploadedFiles/moynihan/cqrm/Newsletter1.1.pdf>

Leanne C. Powner, "Reading and Understanding Political Science," 2007, focus pp. 1-14, skip activities. <http://www.bsos.umd.edu/gvpt/scroco/pownerdoc.pdf>

Paul M. Kellstedt and Guy D. Whitten. *The Fundamentals of Political Science Research*. Cambridge and New York: Cambridge University Press, 2009; Ch.1, p. 1-22; Ch.2, 22-31, 40-4.

Recommended:

Nancy Cartwright and Eleonora Montuschi, Eds. *Philosophy of Social Science: A New Introduction*, Oxford, 2014.

John Gunnell, "The Epistemological Unity of Political Science and Political Theory," Podcast available at <http://www.cips-cepi.ca/event/the-epistemological-unity-of-political-science-and-political-theory-language-thought-and-interpretation-2/> Take this opportunity to familiarize yourself with @uOttawaCIPS.

Gary Goertz and James Mahoney, "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research," *Political Analysis* 14: 2 (2001), 227-249.

"The Quantitative/Qualitative Distinction." *Qualitative Methods Newsletter* 3: 1 (Spring 2005), 2-21. Focus on Kenneth R. Benoit and Bernhard Kittel (pp. 9-19).

<http://www1.maxwell.syr.edu/uploadedFiles/moynihan/cqrm/Newsletter3.1.pdf>

David Collier and Henry E. Brady, and Jason Seawright, "Outdated Views of Qualitative Methods: Time to Move On," *Political Analysis* 18:4 (2010), 506-513.

"Papers," NSF Workshop on Interdisciplinary Standards for Systematic Qualitative Research, Available at <http://www.wjh.harvard.edu/nsfqual/papers.htm>

Week 3

(Sept 23) Epistemology, Part II

Emilie Hafner-Burton and James Ron, "Seeing Double: Human Rights through Qualitative and Quantitative Eyes (Review)," *World Politics* 61: 2 (2009), 360-401.

Yanow, Dvora. 2003. "Interpretive Empirical Political Science: What Makes This Not a Subfield of Qualitative Methods," *Qualitative Methods Newsletter* 1:2 (2003), 9-13
<https://www1.maxwell.syr.edu/uploadedFiles/moynihan/cqrm/Newsletter1.2.pdf>

Attempting Triangulation: #F35, #JSF

Interp: Srdjan Vucetic, "The F-35 Joint Strike Fighter," in Mark B. Salter, ed., *Making Things International, Vol II: Catalysts and Reactions*. Minnesota, 2016, Ch.1
https://www.academia.edu/10819159/The_F-35_Joint_Strike_Fighter

Qual: Srdjan Vucetic, "Who Framed the F-35? Government-Media Relations in Canadian Defence Procurement," *International Journal*, 2016. See Appendix.

Quant: Srdjan Vucetic and Atsushi Tago "Why Buy American? The International Politics of Fighter Jet Transfers", *Canadian Journal of Political Science* 48(1), 2015, 1-24
See Supplementary Files, too.

Recommended:

Hubert L. Dreyfus and Paul Rabinow, "Ch.5: Interpretive Analytics," in Dreyfus and Rabinow, ed. *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago, 1983.

Dvora Yanow and Peregrine Schwartz-Shea, "Wherefore "Interpretive": An Introduction," in Yanow and Schwartz-Shea, eds. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. ME Sharpe, 2014, xiii-xxxi.

Patrick T. Jackson. *The Conduct of Inquiry in International Relations: Philosophy of Science and its Implications for the Study of World Politics*. Routledge, 2015 (2nd ed).

Week 4

(Sept 30) Causation

[watch before class] Esther Duflo, "Social Experiments to Fight Poverty," Ted Talk
http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html

Kellstedt and Whitten, *The Fundamentals*, Ch. 3, pp. 45-67.

Mark Risjord. *Philosophy of Social Science: A Contemporary Introduction*. London: Routledge, 2014, Ch9-10, excerpts.

Srdjan Vucetic, "The Causes of the Great War," *The Disorder of Things*, 2014.
<https://thedisorderofthings.com/2014/04/01/the-causes-of-the-great-war-an-autobiographic-take/>

Recommended:

David Collier, Henry E. Brady, and Jason Seawright, "Sources of Leverage in Causal Inference: Toward an Alternative View of Methodology," in Henry Brady and David Collier, eds. *Rethinking Social Inquiry* (Rowman Littlefield, 2005), 229-66.

Gary Burtless, "The Case for Randomized Field Trials in Economic and Policy Research." *Journal of Economic Perspectives* 9: 2 (1995), 63-84.

James H. McMillan, "Randomized Field Trials and Internal Validity: Not So Fast My Friend," *Practical Assessment Research & Evaluation*, 12: 15 (2007).

John Gerring, "Mere Description," *British Journal of Political Science*, 42 (2012), 721-746.

Nancy Cartwright, "Causal Inference," *In Philosophy of Social Science. A New Introduction*, eds. Cartwright, N. & Montuschi, E. Oxford, 2014, 308-326.

Week 5

(Oct 7) **Research Design** **Research question due!**

Kellstedt and Whitten, *The Fundamentals*, Chs. 4, pp. 67-85.

Mark Salter, "Research Design," in Salter and Can E. Mutlu, eds., *Research Methods in Critical Security Studies: An Introduction*. London: Routledge, 2012, 15-23.

'Srdjan's Research Proposal Guidelines,' 12 pages.

Recommended:

Stephen van Evera, *Guide to Methods*. Cornell, 1999, Ch. 1, 7-48.

Peregrine Schwartz-Shea and Dvora Yanow, *Interpretive Research Design: Concepts and Processes*, New York and London, Routledge, 2012.

Week 6

(Oct 14) **Concepts: War, for example**

David Collier, "Essentially Contested Concepts: Debates and Applications," *Journal of Political Ideologies* 11: 3 (2006), 211-246.

Kellstedt and Whitten, *The Fundamentals*, Ch. 5-6, pp. 86-119.

#syria #civil war

James D. Fearon, "Syria's Civil War", The Project on Middle East Political Science Studies 5: The Political Science of Syria's War (2013). Available at http://pomeps.org/wp-content/uploads/2013/12/POMEPS_BriefBooklet22_PoliSciSyria_Web.pdf

Nancy Cartwright and Rosa Runhardt, "Measurement" In *Philosophy of Social Science. A New Introduction*, eds. Cartwright, N. & Montuschi, E. Oxford, 2014, 265-287.

Recommended:

John Gerring, "What Makes a Concept Good?" *Polity* (Spring 1999), 357-393.

David Collier, Jody LaPorte, and Jason Seawright, "Typologies: Forming Concepts and Creating Categorical Variables," in Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier (eds.) *Oxford Handbook of Political Methodology* (2008), 152-173.

Douglas C. Dow, "Working with Concepts: Challenging the Language-Reality Dichotomy," in Yanow and Schwartz-Shea, eds. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. ME Sharpe, 2014, 50-63.

Week 7

(Oct 21) Mid-term Exam

Closed-book, in-class exam involving multiple choice questions and short answer questions based on the material covered in class and in the readings thus far. Points will be awarded for demonstrating your familiarity with the assigned texts and attendant discussions. Available time: 3 hours. Available space: up to 10 pages (single or double space), in one standard-issue uOttawa Cahier d'examen.

Week 8

(Oct 28) Reading Week

Week 9

(Nov 4) Concepts to Datasets: Terrorism, for example **'Concept paper' due!**

Luis De la Calle and Ignacio Sánchez-Cuenca, "What We Talk about When We Talk about Terrorism," *Politics & Society* 39 (3), 2011, 451-72.

Mark Gollom (2014), "Ottawa Attack: Was it a terrorist act?" CBC News, Oct 30.
<http://www.cbc.ca/news/canada/ottawa-attack-was-michael-zehaf-bibeau-s-attack-a-terrorist-act-1.2818329>

Compare definitions and codebooks:

Global Terrorism Database (GTD): <http://www.start.umd.edu/gtd/>

Terrorist Organization Profiles (TOPS)

http://www.start.umd.edu/start/data_collections/tops/

International Terrorism: Attributes of Terrorist Events (ITERATE)

<http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/07947>

Week 10

(Nov 11) Case Studies, Comparisons, & Process Tracing

Andrew Bennett and Colin Elman, "Case Study Methods in International Relations Subfield," *Comparative Political Studies* 40: 1 (2007), 170-195.

Bent Flyvbjerg, "Five Misunderstandings about Case Studies," *Qualitative Inquiry* 12:2 (2006), 219-45.

Rosemary Reilly, Process Tracing. 2010.

http://spectrum.library.concordia.ca/6421/1/Process_tracing.pdf

Causal mechanisms; #civil war

Michael L. Ross, "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," *International Organization* 58: 1 (2004): 35-67.

Recommended:

Stanley Lieberson, "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Case Studies Based on a Small Number of Cases," *Social Forces* 70 (1991), 307-20.

Symposium: Case Selection, Case Studies, and Causal Inference in Qualitative Methods Newsletter 6: 2 (Spring 2004). Read all (pp. 2-16). Available

<http://www1.maxwell.syr.edu/uploadedFiles/moynihan/cqrm/Newsletter6.2.pdf>

Audie Klotz, "Case Selection (Ch.4)" and Jeffrey Checkel, "Process Tracing (Ch. 8)," in Audie Klotz and Deepa Prakash, eds., *Qualitative Methods in IR: A Pluralist Guide* (Palgrave Macmillan, 2008).

Week 11

(Nov 18) Content and Discourse Analysis

[watch before class] Steven Pinker's 2007 TED talk on language and thought, 17 minutes, YouTube.

Symposium: Discourse Analysis and Content Analysis, *Qualitative Methods Newsletter* 2: 1 (Spring 2004). Contributions by Yoshiko M. Herrera and Bear F. Braumoeller (pp. 15-

9), Cynthia Hardy, Bill Harley, and Nelson Phillips (pp. 19-22), Mark Laffey and Jutta Weldes (pp. 28-31), and Ted Hopf (pp. 31-33). Available at:
<http://www1.maxwell.syr.edu/uploadedFiles/moynihan/cqrm/Newsletter2.1.pdf>

Mixed Method/ology approaches; #media

Kristen Gilchrist, K. "Newsworthy" Victims? Exploring Differences in Canadian Local Press Coverage of Missing/Murdered Aboriginal and White Women," *Feminist Media Studies* 10: 4, 2010, 373-390.

Srdjan Vucetic, "American Images of Canada: Canadian Muslims in U.S. Newspapers, 1999-2014", *American Review of Canadian Studies* 46(2), 2016.

Janelle Malo, Valérie Ouellette, and Srdjan Vucetic. "Simplifying Terrorism: An Analysis of Three Canadian Newspapers, 2006-2013", *Canadian Political Science Review* 8(2), 2014, 59-73.

Recommended:

Margaret Hermann, "Content Analysis (Ch.10)," and Iver Neumann, "Discourse Analysis (Ch. 5)," in Audie Klotz and Deepa Prakash, eds., *Qualitative Methods in International Relations: A Pluralist Guide* (Palgrave Macmillan, 2008).

Trevor Purvis and Alan Hunt, "Discourse, Ideology, Discourse, Ideology, Discourse, Ideology...," *British Journal of Sociology* 44:3 (1993), 473-499.

Week 12

(Nov 25) **Ethnography & Ethnographic Sensibility Research design due!**

Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society*, Vol. 12, No. 4 (1987), pp. 687-718.

Carol Cohn, "Motives and Methods: Using Multi-sited Ethnography to Study US National Security Discourses," in Brooke Ackerly, Maria Stern, and Jacquie True, eds., *Feminist Methodologies for International Relations* (Cambridge, 2006), 92-107.

http://genderandsecurity.org/sites/default/files/Cohn_-_Motives_Methods.pdf

Thomas Zeitzoff, "Why the Method Matters," *Political Violence At a Glance* May 26, 2016
<https://politicalviolenceataglance.org/2016/05/26/why-the-method-matters/>

Conflict studies & human rights on CBC; #popculture

David Mutimer. "On the Road to Afghanistan: Militarization and Popular Culture in Canada," *Critical Military Studies* (2016), available online; forthcoming in print.
<http://www.tandfonline.com/doi/abs/10.1080/23337486.2016.1164982?journalCode=rcms20> [Btw, you can listen to Mutimer's @uOttawaCIPS talk: <http://www.cips-cepi.ca/event/on-the-road-to-afghanada-militarisation-and-popular-culture-in-canada/> and also read his follow-up blog post <http://www.cips-cepi.ca/2015/12/11/are-there-any-women-here-gender-representations-in-hyena-road/>]

Recommended:

Lee Ann Fujii, "Shades of Truth and Lies: Interpreting Testimonies of War and Violence," *Journal of Peace Research* 47: 2 (2010), 231-41.

David Machin and Usama Suleiman, "Arab and American Computer War Games," *Critical Discourse Studies* 3:1 (2006), 1-22.

R.A.W. Rhodes, "Everyday Life in a Ministry: Public Administration as Anthropology," *American Review of Public Administration* 35:1 (March 2005), 3-26.

Nicole Wegner, "(De)constructing Foreign Policy Narratives: Canada in Afghanistan," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, Eds. Duane Bratt and Christopher J. Kukucha, Don Mills: Oxford University Press, 2015, 113-121.

Week 13

(Dec 2) **Review & Archival Document Analysis Due!**

Presentations of your collaborative projects.

Week 14

(Dec TBD) **Final Exam**

Resources for you

Mentoring Centre - <http://www.sciencessociales.uottawa.ca/mentor/fra/>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

Career Services - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

There are many reasons to take advantage of the Counselling Service. We offer:

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for

students who have learning disabilities, health, psychiatric or physical conditions.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of students needs.

“The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.”

Beware of Academic Fraud

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions. [Here are a few examples of academic fraud:](#)

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words. In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address:

http://www.socialsciences.uottawa.ca/eng/writing_tools.asp

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

In earlier years, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement. For more information, refer to: http://www.uottawa.ca/academic/info/newsletter/fraud_e.html