

**UNIVERSITY OF VICTORIA, DEPARTMENT OF HISTORY**  
**WINTER SESSION 2017-2018, SECOND TERM**

**Subject to change**

**HISTORY 379 A01 – WESTERN IMPERIALISM IN THE MIDDLE EAST AND  
NORTH AFRICA (CRN 21813)**

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Requests for individual consultation are welcomed and encouraged.  
**Course Meetings:** Mondays and Thursdays, 1:00 p.m. to 2:20 p.m., in Clearihue  
A211

**Outline of Course Content**

If you are someone who has gravitated towards the title of this course, you may regard as self-evident the notion that the profound historical legacies, and arguable continuance, of Western imperialism within the Middle East and North Africa are exemplified throughout the region's ongoing tumult. Relevant illustrations are ubiquitous: for instance, the violent determination of the self-proclaimed Islamic State (best known as ISIS), itself largely an outgrowth of the United States' 2003 invasion of Iraq, to demolish the 1916 "Sykes-Picot borders" emerging from British and French, and initially also Russian and Italian, colonial designs on Ottoman territories being fought over during World War I; recent iterations in a centuries-long series of Western military interventions into the Middle East, in the form of, e.g., NATO's 2011 role in the deposing of Libyan leader Muammar al-Qadhafi, continuing operations against ISIS within Iraq, Syria, and elsewhere, and military aid for Saudi incursions into Yemen and Bahrain; the deeply intractable Israel-Palestine conflict, similarly tracing as it does, in significant measure, to the supplanting of Ottoman by Western imperial power amidst the end of WWI; and acutely enduring Iranian and Afghan consciousness of repeated colonial challenges to local sovereignty. Moreover, these examples have been drawn into a new, if characteristically incoherent relief by the era of United States President Donald Trump, whose inward-looking political rhetoric of "America First" has juxtaposed with eager interventionism in Syria, peculiarly effusive support for Saudi and Israeli maneuvers, and marked aggressiveness towards Iran.

To be sure, HSTR 379 will explore a genealogy of modern Western imperial incursions spanning geographically from North Africa to Central Asia, and marked by

such chronological indicators as: Napoleon's 1798 invasion of Egypt; the nineteenth-century "Great Game" between Britain and Russia for domination of Central Asia; the post-WWI division of former Ottoman territories within the Arab world into British and French colonies held as League of Nations Mandates; competing Cold War-era interventions by the US and Soviet Union; and an unfolding, post-Cold War and early twenty-first century epoch typified by US attempts (as well as those of such of the US's allies as Britain, France, and Canada, to say less of the US's supposed "non-Western" rivals, namely, the Syria-invested Russia, and China) to reengineer affairs from Libya and Egypt, through the Levantine areas of Israel and Palestine, Syria, and Iraq, into such Arabian Peninsula and Persian Gulf locales as Yemen and Bahrain, and across Iran, Afghanistan, and the formerly Soviet-held Central Asian republics. Moreover, as we think about the playing out, and enduring historical significances of these particular manifestations of empire, we will be concerned, as well, with forms of reaction to empire like nationalisms, Islamic activism, and popular uprisings, all of whose ramifications are also acutely apparent today.

However, even as we examine a modern Western imperial phenomenon whose scars within the contemporary Middle East and North Africa are so evident as to suggest the appearance of a hegemonic bogeyman, vital questions, some of them bitterly contested, remain to be addressed. For example: the broader Middle East had been continually reconstructed, over millennia of historical time, by imperial actors (often enough originating from within the region) like the Persian Achaemenids; Western and Eastern Romans; varying Islamic dynasties from the Medina-based state of the Prophet Mohammed and his immediate caliphal successors, through the Ottomans, Safavids, and Moghuls; and the interruption, amidst this Muslim dynastic line, of medieval European Christian Crusaders. Thus, what radically new dimensions of imperialism entered through the arrival of its modern European carriers? Certainly, modern European political, cultural, and ideological ideas and institutions became grafted onto the Middle East and North Africa, and the region was forcibly drawn into Western-dominated global systems of political economy—among which the current, predominating paradigm proves to be neoliberalism. Even following independence, though, did the region's seeming, local structures themselves emerge as mediums for varying sources and categories of imperial power and objectives, notwithstanding these structures' ostensible, post-colonial status?

The latter question might lead us to raise such specific issues as, say, whether Zionism, i.e., the Jewish nationalist ideology underlying the State of Israel, is (as numerous of its critics charge) fundamentally a species of European-originating settler-colonialism. For that matter—to call into question none other than Israel's arch-rival, the Islamic Republic of Iran—one could propose that any modern nation-state, not least one that fashions itself as a standard-bearing, theocratic resister of contemporary Western domination, can neither deny nor escape its colonizing impulses. In which connection, we will go on to take note of such a current form of regional, yet globally reverberating, imperialism as that embodied in the geo-strategic and ideological rivalry between Shi'i Iran and Sunni Saudi Arabia. Exemplified, thereby, is just how much is told, and yet hidden by, an analytic frame of reference that, ultimately, is perhaps too facile in resorting to a loaded signifier like "Western imperialism."

HSTR 379 will utilize a mixed lecture and discussion format, as we strive for a stimulating classroom setting in which timely, provocative, and challenging historical phenomena and analytic viewpoints are covered in an open, reflective, and respectful manner. Please be sure to attend class diligently, as it will establish the framework for your understanding of the curriculum; and you will be held responsible, in the evaluative components of the course (details on this matter follow below), for critically engaging with the content of what has been said in the classroom.

### **Course Texts**

There are four required texts for HSTR 379. The following three are available for purchase at the UVic Bookstore: Juan Cole, *Napoleon's Egypt: Invading the Middle East* (New York: Palgrave Macmillan, 2008); Sean McMeekin, *The Ottoman Endgame: War, Revolution, and the Making of the Modern Middle East, 1908-1923* (New York: Penguin, 2015); and Timothy Mitchell, *Carbon Democracy: Political Power in the Age of Oil* (London and New York: Verso, 2013). The further required text is: M.E. McMillan, *From the First World War to the Arab Spring: What's Really Going On in the Middle East?* (Basingstoke, UK: Palgrave Macmillan, 2016); it is electronically accessible at <http://voyager.library.uvic.ca/vwebv/search?searchArg=from+the+first+world+war+to+the+arab+spring&searchCode=TALL&limitTo=none&recCount=25&searchType=1>. Further indicated readings will be included through CourseSpaces, electronically through the UVic Libraries catalogue or other web resources, or on Library Reserve.

Please also consider regular, thoughtful engagement with relevant news and commentary resources (in other words, being aware of, and analyzing what's going on in the Middle East and North Africa, and what people are saying about the same) to comprise a vital, supplementary text. Suggestions might include significant North American and international newspapers like *The Globe and Mail*, *The New York Times*, *The Guardian*, and *Le Monde diplomatique English Edition*; and such online resources as <http://www.haaretz.com/>, <http://aljazeera.com/>, and <http://tehrantimes.com/> (respectively, the English-language websites for the Israeli newspaper *Ha'aretz*, the Qatari news source *Al-Jazeera*, and the Iranian newspaper the *Tehran Times*); <http://merip.org> (Middle East Report Online), as well as <http://www.jadaliyya.com/> (a website offering independent commentary, along with worldwide, Middle East-related press and social media roundups). It is useful to peruse such illuminating, online-accessible journals as *Middle East Policy* and *The National Interest*. Valuable, as well, are the numerous, relevant essays in such book-review periodicals as *The New York Review of Books* and the *London Review of Books*.

## Methods of Evaluation

Your performance in HSTR 379 will be evaluated and weighted in the following fashion:

- Two reading responses, **one due in class on Thursday, February 8, and the other due in class on Monday, March 5**: each of the two will be worth 15% of your final grade, to be averaged together for a total of 30%.

- Research study: **due in class on Thursday, April 4**: 35% of final grade.

- Final exam, **to be held during the April exam period**: 30% of final grade.

- Participation in class discussions: 5% of final grade.

**A few words on the methods of evaluation:**

### In General:

- **Failure to complete all assignments will result in a grade of “N” for the course.**

- **No written assignments will be accepted by an electronic means of submission (for example, e-mail attachment, or fax). Therefore, the only acceptable means of submission for these assignments is in hard copy, please.**

- **No written assignments may be handwritten, in the absence of a documented medical reason for why typing is not feasible.**

- **No assignments will be accepted without penalty after the relevant due dates that are stated below for each assignment. The only exceptions will be for documented medical (physical or psychological) reasons or family emergencies. Late assignments will be penalized at the rate of 5% per day.**

- **Further details will be discussed about the assignments below as we get deeper into the term.**

## UVic Undergraduate Percentage Grading System:

**We will employ the UVic Percentage Grading Scale, which is as follows:**

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

**N grade percentage range 0-49:** In cases where a student who has not completed the exam or has not completed the course requirements but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

### **Comments About Specific Assignments (Subject to Adjustment):**

**Reading Responses:** Each of these two papers should be **approximately 1000 words/4 double-spaced, numbered, twelve-point type pages, in addition to title page, and bibliography or list of works consulted.** Please select any **one of the course readings** (it is recommended that, in each instance, you choose one appropriate to where we have been in the curriculum thus far, but this is not required), and develop a thesis-based critical discussion of what the reading contributes to our understanding of Western imperialism in the Middle East and North Africa—including, if appropriate, the enduring significance of this mode of imperialism. Please select **at least one relevant primary source, and one additional secondary source from outside the course readings,** to place into dialogue with the reading, and to thereby enhance your response. If you believe that the course reading you have chosen as the basis for your response is itself a primary source, please make sure to indicate the significance of this, and feel welcome, if you choose, to place it into dialogue with two further secondary sources from outside the course readings, instead of one other primary and one secondary source.

**NB: Please make sure to select either the Cole, McMeekin, McMillan, or Mitchell books, in its entirety, as the basis for at least one of your reading responses. You are welcome to write your other response on one of the remaining three books, but are not required to do so.**

**In all of your writing for HSTR 379, please strive for clear and incisive writing that is grammatically and syntactically sound, and that has correct spelling. Structural aspects will count significantly in the grading of all writing in the course. Moreover, all written assignments must properly cite, in the humanities-appropriate format set forth in the History Department's Style Guide [available at: <http://www.uvic.ca/humanities/history/assets/docs/Dept%20Style%20Guide%20-%20Sept%2020101.pdf>], or the *Chicago Manual of Style*, every source upon which you rely for quotations, or specific factual material.**

**Research Study:** This paper should be approximately 3000-3750 words/12-15 double-spaced, numbered, twelve-point type pages, in addition to title page, and bibliography or list of works consulted. Please develop an analytic thesis (as opposed to merely describing some historical phenomenon) that is both relevant to HSTR 379, and manifests an awareness of the course's core themes. Papers should integrate no fewer than **ten** secondary scholarly sources and **one** additional primary source (the use of further primary sources is especially encouraged).

**Please be certain to confirm for me your intended research essay topic, by e-mail, no later than 6:00 PM on Thursday, March 22. Any person who fails to meet this requirement will lose 5% of the essay grade.**

**Final Exam:** Second term examinations begin on April 9, 2018 and end on April 24, 2018. Instructors do not control the exam schedule. The undergraduate calendar states (p. 47): “Students should wait until the final examination timetable is posted before making travel or work plans.”

**Participation in Class Discussion:** Contributions to class discussion will be judged primarily on the basis of their insightfulness and critical attention to the course curriculum, rather than their frequency. Therefore, please do not monopolize discussion time. Key criteria that will be employed in evaluating contributions to discussion are the extent to which they help to advance other students’ understanding of the material being studied; and whether the contributions are not only intellectually fruitful, but congenial, and committed to a spirit of open, friendly, and respectful inquiry. Regular, engaged attendance of class will count for a portion of this element of your grade.

### **Course Experience Survey (CES)**

**Course Experience Survey (CES):** Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience (CES) in HSTR 379. The survey is vital in providing feedback to us regarding the course and our teaching, as well as to help the Department of History provide an optimal program for students in the future. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. If you do not receive an e-mail invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course:

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

### **List of Topics and Associated Readings**

**(Subject to adjustment; and further readings may be added via CourseSpaces, other electronic sites, or on Library Reserve)**

**Please note: all listed dates (below) corresponding to topics and readings are tentative. So that we can maintain flexibility throughout the term with respect to**

setting the dates on which specific topics are treated, it is crucial that you maintain regular attendance, so that you are aware of our schedule, as it unfolds.

**(1) Introduction to the Course—Initial Reflections on the Enduring Historical Significances of Western Imperialism in the Middle East and North Africa (January 4):** Cole, *Napoleon's Egypt*, pp. 245-248; McMeekin, *Ottoman Endgame*, pp. xix-xxii; McMillan, *From the First World War to the Arab Spring*, pp. 1-5, 235-236; David C. Hendrickson, 'Is America an Empire?', *The National Interest*, no. 152 (2017), pp. 39-46 [through Library catalogue]. Recommended: Sandra Halperin and Ronen Palan, 'Introduction: Legacies of empire', pp. 1-24 in Sandra Halperin and Ronen Palan, *Legacies of Empire: Imperial Roots of the Contemporary Global Order* (Cambridge, UK: Cambridge Univ. Press, 2015) [through CourseSpaces].

**(2) Conceptualizing Modern "Western Imperialism" in Relation to "the Middle East and North Africa" (January 8, 11):** McMillan, *From the First World War to the Arab Spring*, pp. 55-65, 77-88; Nasser Rabbat, 'Encounters with Modernity in the Arab World', *Yale Law School Occasional Papers* (November 11, 2014) [through CourseSpaces]; Edward Said, *Culture and Imperialism* (New York: Vintage Books, 1994), pp. 3-19 (xi-xxvii recommended) [through CourseSpaces]; Mitchell, *Carbon Democracy*, pp. 1-11. Recommended [through CourseSpaces]: Huseyin Yilmaz, 'The Eastern Question and the Ottoman Empire: The Genesis of the Near and Middle East in the Nineteenth Century', pp. 11-35 in Michael E. Bonine, Abbas Amanat, and Michael Ezekiel Gasper, eds., *Is There a Middle East?: The Evolution of a Geopolitical Concept* (Stanford, CA: Stanford Univ. Press, 2012); Daniel Foliard, *Dislocating the Orient: British Maps and the Making of the Middle East, 1854-1921* (Chicago and London: Univ. of Chicago Press, 2017), 1-12, 277-280.

**(3) The 1798-1801 Napoleonic Watershed in Egypt, and Its Broader Global and Regional Contexts (January 15, 18, 22, 25):** McMillan, *From the First World War to the Arab Spring*, pp. 25-37; Cole, *Napoleon's Egypt*, pp. 1-244; Mitchell, *Carbon Democracy*, pp. 12-42. Recommended: C.A. Bayly, *Imperial Meridian: The British Empire and the World 1780-1830* (London and New York: Longman, 1989), pp. 164-192 [on 'The World Crisis, 1780-1820'].

**\*\*\*NB: Friday, January 19 is the last day for adding courses\*\*\***

**(4) External and Internal Pressures and Transformations from North Africa to Central Asia (January 29, February 1):** McMillan, *From the First World War to the Arab Spring*, pp. 15-24, 39-54, 89-92; McMeekin, *Ottoman Endgame*, pp. 1-32; David Fromkin, 'The Great Game in Asia', *Foreign Affairs*, vol. 58, no. 4 (1980), pp. 936-951



[through Library catalogue]. Recommended: Albert Hourani, *A History of the Arab Peoples* (Cambridge, MA: Belknap Press, 2002), pp. 263-314, 532-536 [from 'Part IV: The Age of European Empires (1800-1939)'] [through CourseSpaces].

**(5) Diverse Revolutionary Forces of the Early Twentieth Century (February 5, 8):** McMeekin, *Ottoman Endgame*, pp. 33-81; Mitchell, *Carbon Democracy*, pp. 43-65.

**\*\*\* NB: First Reading Response Paper due Thursday, February 8 \*\*\***

**\*\*\* NB: Monday, February 12 and Thursday, February 15, no class due to Reading Break \*\*\***

**(6) Historical and Religious Factors Behind Nineteenth and Early-Twentieth Century Islamic Reactions to Western Imperialism – a Guest Lecture by UVic History PhD Candidate Kamran Bashir (February 19, tentative):** Nikki R. Keddie, 'The Revolt of Islam, 1700 to 1993: Comparative Considerations and Relations to Imperialism', *Comparative Studies in Society and History*, vol. 36, no. 3 (1994), pp. 463-487 [through Library catalogue]; 'Sayyid Abu'l-Hasan 'Ali Nadwi, 'Muslim Decadence and Revival'', pp. 107-128 in Roxanne L. Euben and Muhammad Qasim Zaman, *Princeton Readings in Islamist Thought: Texts and Contexts from al-Banna to Bin Laden* (Princeton, NJ and Oxford, UK: Princeton Univ. Press, 2009) [through CourseSpaces].

**(7) Supplanting Ottoman Imperialism with British and French Imperialism—World War I, Its Precursors, and Its Aftermath (February 22, 26, March 1, 5):** McMillan, *From the First World War to the Arab Spring*, pp. 9-14, 69-75, 93-144; McMeekin, *Ottoman Endgame*, pp. 83-495; Mitchell, *Carbon Democracy*, pp. 66-85; Ian S. Lustick, 'The Balfour Declaration a Century Later: Accidentally Relevant', *Middle East Policy*, vol. 24, issue 4 (2017), pp. 166-176 [through Library catalogue].

**\*\*\* NB: Wednesday, February 28 is the last day for withdrawing from a course without penalty of failure \*\*\***

**\*\*\* NB: Second Reading Response Paper due Monday, March 5 \*\*\***

**(8) The Emergence, and Crumbling, of Twentieth-Century British and French Imperialism, and the Ascendancy of Nationalist States (March 8, 12, 15, 19):** McMillan, *From the First World War to the Arab Spring*, pp. 147-191; Mitchell, *Carbon Democracy*, pp. 86-199; watching the movie ‘The Battle of Algiers’ (in class). Recommended, on CourseSpaces: Roger Owen, *The Rise and Fall of Arab Presidents for Life* (Cambridge, MA and London: Harvard Univ. Press, 2014), pp. 12-22 [‘The Search for Sovereignty in an Insecure World’]; R. Stephen Humphreys, *Between Memory and Desire: The Middle East in a Troubled Age* (Berkeley, CA and Los Angeles: Univ. of California Press, 2005), pp. 23-59 [‘From Imperialism to the New World Order’].

**(9) Later Twentieth-Century ‘Islamist’ Challenges to Imperial Legacies (March 22, 26):** McMillan, *From the First World War to the Arab Spring*, pp. 193-220; Mitchell, *Carbon Democracy*, pp. 200-230; Roxanne Euben, ‘Fundamentalism’, pp. 48-67 in Gerhard Bowering, ed., *Islamic Political Thought: An Introduction* (Princeton, NJ and Oxford, UK: Princeton Univ. Press, 2015) [through CourseSpaces]; Mehran Kamrava, ‘Khomeini and the West’, pp. 149-169 in Arshin Adib-Moghaddam, *A Critical Introduction to Khomeini* (New York: Cambridge Univ. Press, 2014) [through CourseSpaces]. Recommended: Odd Arne Westad, *The Global Cold War* (Cambridge, UK: Cambridge Univ. Press, 2015), pp. 288-330 [‘The Islamist defiance: Iran and Afghanistan’] [through CourseSpaces].

**(10) Neo-Imperialisms, from the End of the Cold War Through the Present; and Concluding Thoughts (March 29, April 5):** McMillan, *From the First World War to the Arab Spring*, pp. 221-236; Mitchell, *Carbon Democracy*, pp. 231-267; Hamid Dabashi, ‘The American Empire: Triumph of Triumphalism’, *Unbound: Harvard Journal of the Legal Left*, vol. 4 (2008), pp. 82-95 [through Library catalogue]; Simon Mabon, *Saudi Arabia and Iran: Power and Rivalry in the Middle East* (London and New York: I.B. Tauris, 2016), pp. 198-216 [‘Internal-External Security Dilemmas’]; The Editors, ‘On ISIS’, <<http://www.merip.org/mer/mer276/isis>>, and Darryl Li, ‘A Jihadism Anti-Primer’, <http://www.merip.org/mer/mer276/jihadism-anti-primer>, *Middle East Report* 276 (2015); Sheila Carapico, et al., ‘An Open Letter by Senior Middle East Scholars to the New York Times Regarding its Thomas Friedman’s column, “Saudi Arabia’s Arab Spring, At Last”’, Middle East Research and Information Project, November 30, 2017 <http://merip.org/open-letter-senior-middle-east-scholars-new-york-times-regarding-its-thomas-friedmans-column-saudi-a>. Recommended: Jeanne Morefield, *Empires Without Imperialism: Anglo-American Decline and the Politics of Deflection* (Oxford, UK and New York: Oxford Univ. Press, 2014), pp. 201-231 [‘Michael Ignatieff’s Tragedy’].

**\*\*\*NB: Research Study due Thursday, April 5 \*\*\***

## Principles of Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., The Centre for Academic Communication). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor.

### Academic Integrity Violations

#### Plagiarism

A student commits plagiarism when he or she:

- submits the work of another person in whole or in part as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work
- paraphrases material from a source without sufficient acknowledgment as described above.

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

#### Unauthorized Use of an Editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work.

The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized.

Review by fellow students and tutoring that do not include editing are normally permitted. In addition to consulting with their instructors, students are encouraged to seek review of and feedback on their work that prompts them to evaluate the work and make changes themselves.

#### Multiple Submission

Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

#### Falsifying Materials Subject to Academic Evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared in whole or in part by someone else (e.g. commercially prepared essays) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

#### Cheating on Work, Tests and Examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners
- accessing unauthorized information when doing take-home assignments, tests or examinations
- impersonating a student on an examination or test, or being assigned the results of such impersonation
- accessing or attempting to access examinations or tests before it is permitted to do so

Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their

possession during a test or examination will be considered to be in violation of this policy.

#### Aiding Others to Cheat

It is a violation to help others or attempt to help others to engage in any of the conduct described above.

#### Procedures for Dealing with Violations of Academic Integrity

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair. Procedures for determining an appropriate penalty also involve Deans, the Vice-President Academic and Provost and, in the most serious cases, the President.

#### Allegations

Alleged violations must be documented by the instructor, who must inform the Chair. The Chair shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructors, the Chair, the student and, if the student requests in advance, another party chosen by the student to act as the student's adviser. If the student refuses to provide a response to the allegation or to participate in the process, the Chair may proceed to make a determination.

#### Determining the Nature of the Violation

The Chair shall make a determination as to whether compelling information exists to support the allegation.

#### Determining Appropriate Penalties

If there is compelling information to support the allegation, the Chair shall contact the Office of the Registrar to determine if the student's record contains any other confirmed academic integrity violations. If there is no record of prior violations, the Chair shall make a determination with respect to the appropriate penalty, in accordance with this policy.

#### Referral to the Dean

Where there have been one or more prior violations and the Chair has determined that compelling information exists to support the allegation, the Chair shall forward the case to the Dean (or the Dean's designate. In the Faculties of Humanities, Science and Social Sciences, the designate may be the Associate Dean Academic Advising). In situations where the student is registered in more than one faculty, the case will be forwarded to the Dean responsible for the course. The Chair may submit a recommendation to the Dean with respect to a proposed penalty.

#### Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand will be sent to the student and a copy shall be included in the record maintained by the Office of the Registrar.

#### Rights of Appeal

Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with university policy, procedures and regulations. A student may:

- appeal a decision made by the Chair to the Dean of the faculty in which the student is registered within 21 business days of the date of the Chair's decision.

## Principles of Academic Integrity

- appeal a decision made by the President under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines. Deans who receive an appeal of the decision of a Chair should attempt to make a finding with respect to the appeal within 21 business days. In the case of a successful appeal, any penalty will be rescinded.

### Penalties

#### Penalties for First Academic Integrity Violation

In situations where a determination is made that a student has committed a first academic integrity violation, the following penalties will normally be imposed. The penalties for violations relating to graduate dissertations, theses or final projects are different than those for other violations.

#### Plagiarism

Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.

#### Unauthorized Use of an Editor

Unauthorized use of an editor should result in a failing grade for the work. In situations where unauthorized use of an editor to extensively edit work results in a student submitting work that could be considered that of another person, penalties for plagiarism may apply.

#### Multiple Submission without Prior Permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. If the same piece of work is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

#### Falsifying Materials

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work. If an entire piece of work is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

#### Cheating on Exams

Any instance of impersonation of a student during an exam should result in a grade of F for the course for the student being impersonated, and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized equipment or material into an exam should result in a grade of zero for the exam. Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers a substantial part of the work.

#### Collaborative Work

In cases in which an instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g. students may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the work should result in a failing grade for the work, while instances of prohibited collaboration on the bulk of the work should result in a grade of F for the course. In situations where collaborative work is allowed, only the student or students who commit the violation are subject to penalty.

#### Violations Relating to Graduate Dissertations, Theses or Final Projects

Instances of substantial plagiarism, falsification of materials or unauthorized use of an editor that affect a minor part of the student's dissertation, thesis or final project should result in a student being placed on disciplinary probation with a notation on the student's

transcript that is removed upon graduation, and being required to rewrite the affected section of the dissertation, thesis or final project. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean. Instances of plagiarism, falsification of materials or unauthorized use of an editor that affect a major part of the student's dissertation, thesis or final project should result in the student being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation, and rejection of the dissertation, thesis or final project, and the student being required to rewrite the work in its entirety. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean. The penalties for violations relating to graduate dissertations, theses or final projects may apply where a violation occurs in submitted drafts, as well as in the final version of a dissertation, thesis or final project.

#### Particularly Unusual or Serious Violations

In the case of a first-time violation that is particularly unusual or serious (e.g. falsification of research results), the Chair may refer the case to the Dean, with a recommendation for a penalty more severe than those normally imposed for a first violation.

#### Penalties for Second or Subsequent Academic Integrity Violation Repeat Violations

Any instance of any of the violations described above committed by a student who has already committed one violation, especially if either of the violations merited a grade of F for the course, should result in the student being placed on disciplinary probation. Disciplinary probation will be recorded on the student's transcript. The decision to place a student on disciplinary probation with a notation on the student's transcript that is removed upon graduation can only be made by the Dean.

In situations where a student commits two or more major academic integrity violations, the student may be placed on disciplinary probation with a permanent notation on the student's transcript.

The decision to place a student on disciplinary probation with a permanent notation can only be made by the Vice-President Academic and Provost (or delegate), upon recommendation of the Dean. In making this decision, the Vice-President Academic and Provost will consider factors such as the nature of the major violations, and whether there has been an interval between violations such that learning could have taken place. If a student on disciplinary probation commits another violation, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

In situations where a graduate student who has been placed on disciplinary probation after a first offence commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

#### Non Course-Based Penalties

If a student has withdrawn from a course or the university, or is not registered in a course associated with a violation, this policy must still be followed. If a determination is made that compelling information exists to support the allegation against a student, a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

HISTORY GRADES		
% Mark	Letter Grade	Point Average
90-100	A+	9
85-89	A	8
80-84	A-	7
77-79	B+	6
73-76	B	5
70-72	B-	4
65-69	C+	3
60-64	C	2
50-59	D	1
0-49	F	0

