



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
2008 TRIMESTER 1**

**POLS 209: REVOLUTIONS, DICTATORSHIPS, AND IDEOLOGIES
CRN 3061**

Lecturer: Dr Xavier Márquez
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Lecture Times: Tuesday and Friday 2:10-3:00 PM

Venue: MacLaurin LT102

Course Wiki: <http://politicalpathologies.wikispaces.com> This course outline, with additional details and fully hyperlinked, is posted there.

Course Blog: <http://politicalpathologies.blogspot.com>

Office Hours: Wednesdays 2-4pm. You are also welcome to telephone or email me.

Tutorials

Tutorials will be scheduled during the first week of the term.

So far, the following times are available:

Mondays 2:10 PM to 3:00 PM in KP24202 (21 spaces available)

Mondays 3:10 PM to 4:00 PM in MY806 (18 spaces available)

Sign up in the wiki for the most convenient time for you. Any changes to the tutorial programme will be announced in lectures and posted on the course wiki.

See schedule of tutorial discussion topics and activities on the course wiki.

Additional Information

Information about any changes to the timetable or programme will be announced in lectures, e-mailed to the class, and posted on the course wiki.

PLEASE NOTE: TUTORIALS WILL COMMENCE IN THE SECOND WEEK OF TERM

Course content

This introduces students to the nature and varieties of modern dictatorships, the causes of their emergence, and the processes that lead to their destruction and replacement. We will examine general theories about dictatorships and revolutions and employ these to understand

and explore particular cases of dictatorship and revolution drawn from the politics of a variety of countries, including Nazi Germany, modern Venezuela, other Latin American countries, and some Eastern European countries. Our focus will be on developing concepts and tools that can then be applied to the analysis of dictatorship and revolution in a wide variety of cases.

We will begin by examining the nature and types of non-democratic government. We will then discuss in some detail fascist, communist, and other 20th century political pathologies, focusing on the ideologies, institutions, and social contexts in which they were embedded. After the mid-semester break, we will look at processes of democratization and revolution that result in the destruction or creation of non-democratic governments, and end with a consideration of the meaning and desirability of revolution in the contemporary world.

Schedule of Lectures

1. The Nature of Dictatorship

Tuesday 26 February

- Introduction. Organizational matters.
- What are regimes? What kinds of regimes are there? What are non-democratic regimes, and why should we be interested in them?

Friday 29 February

- What are dictatorships? Should we call all non-democratic regimes dictatorships? How do we distinguish democracies from dictatorships? Reading: Tilly Chs. 1-2 (pp. 1-29). See also other recommended readings listed in the course wiki.

Tuesday 4 March

- Are all dictatorships bad? What makes dictatorships, or non-democratic governments, bad? Are they equally bad? Reading: Mill, *Considerations on Representative Government*, chapter 3 (linked from the course wiki and on e-reserves). See also other recommended readings listed in the course wiki.

2. Types of Dictatorship

Friday 7 March

- What kinds of non-democratic regime are possible? What does it matter if there is more than one kind of non-democratic regime? Readings: Tilly, continued. See also other recommended readings in the course wiki.
- **First Short Essay Opportunity Due.** See topics in the course wiki.

Tuesday 11 March

- Hard cases and new forms of authoritarianism: when is a democracy not a democracy?
- Mock trial activity on Venezuela – read the description in the course wiki. To prepare, look at the news articles tagged “Chavez” at <http://del.icio.us/xmarquez/chavez>, and look at the bibliography on Venezuela in the Chavez era (listed in the wiki).

Friday 14 March

- Continuation of Mock Trial Activity on Venezuela. Reading: Levitsky and Way, “The Rise of Competitive Authoritarianism.” Available on e-reserves or through a link in the course wiki.

3. Fascism and other 20th century pathologies

Tuesday 18 March

- The anatomy of dictatorship: the case of fascism. What is fascism? How do we study it? How did it start? Paxton, chapters 1-2 (pp. 3-54). Recommended: Mussolini, “The Doctrine of Fascism” (link in the wiki).
- **Second Short Essay Opportunity Due.** See topics in the course wiki.

Friday 21 March

No class. University holiday (Good Friday).

Tuesday 25 March

No class. University holiday.

Friday 28 March

- **Guest Lecturer: Dr Giacomo Lichtner.** How did fascism take root? How did it gain power? The case of fascism, cont. Paxton, chapters 3-4 (pp.54-118).

Tuesday 1 April

- Fascism, Communism, and Totalitarianism. Are fascism and communism merely variants of totalitarianism? Paxton, chapters 5-6 (pp. 119-171); also pp. 211-213; Arendt, *Origins of Totalitarianism*, chapter 12, on e-reserve; the entire book is on reserve. You can skim Arendt.

Friday 4 April

- Post-totalitarianism. How do post-totalitarian regimes function? What is the fundamental problem of such regimes? Reading: Havel, “The Power of the Powerless” (in *Open Letters*, pp. 125-154; the entire essay [to 214] is recommended); on e-reserve, though excerpts can be found here. The entire book is on reserve.
- **Optional movie showing**, *The Lives of Others*, details to be arranged in class.

Tuesday 8 April

- The case of fascism, cont. Is fascism possible in other contexts? Paxton, chapters 7-8 (pp. 172-220).

Friday 11 April

- Totalitarianism and terrorism. Are jihadist movements “totalitarian”? Reading: re-read Paxton, pp. 203-205; Berman, “The Philosopher of Islamic Terror,” link in the wiki

Monday 14 April

Third short Essay Opportunity Due via e-mail before 5pm. See topics in the course wiki.

MID-TRIMESTER BREAK BEGINS

4. Regime Change

Tuesday 29 April

- The conditions of revolution: what are the conditions under which regimes change?
- Simulation exercise. Reading: Boix, *Democracy and Redistribution*, Chapter 1 (pages 19-59). On e-reserve or distributed in class if not available on e-reserve.

Friday May 2

Simulation exercise, continued.

Tuesday May 6

- Wrap-up and discussion of simulation exercise. Can economic variables explain regime change? Reading: Geddes, “What do we know about democratization after 20 years?” Available on e-reserve and through a link from the course wiki. See also the recommended readings listed in the wiki.

5. Contentious Politics and Revolution

Friday May 9

- Repertoires of contention: making claims short of revolution. Tilly, chapters 3-4 (pp. 30-89).
- **Fourth short Essay Opportunity Due.** See topics in the course wiki.

Tuesday May 13

- What are revolutions? What is the repertoire of modern revolutions? Reading: Tilly, chapters 7-8 (pp. 151-208); Beisinger, “Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions.” Available on e-reserve and via a link in the course wiki.

Friday May 16

- How do revolutions happen? Reading: O’Donnell and Schmitter, pp. 3-36. Recommended: Garton Ash, pp. 11-46, Havel, “The Power of the Powerless” (in *Open Letters*, pp. 154-214; available on e-reserve).

Tuesday May 20

- How do revolutions happen? What problems must they surmount? Reading: O'Donnell and Schmitter, pp. 37-47. Recommended: Garton Ash, pp. 78-130.

6. The Meaning and Desirability of Revolution

Friday May 23

- O'Donnell and Schmitter, to end; Garton Ash, pp. 131-167.
- **Fifth Short Essay Opportunity Due.** See topics in the course wiki.

Tuesday May 27

- The Meaning and Desirability of Revolution. Is there a right to revolution? What can revolutions accomplish and what should they accomplish? Reading: Arendt, *On Revolution*, ch. 6 (pp. 215-281 in the Penguin edition). On e-reserve or distributed in class; the book is on reserve.

Friday May 30

- **Final In-Class Test**
- **Sixth Short Essay Opportunity Due.** See topics in the course wiki.

Course objectives

Students passing the paper should be able to:

- Distinguish between democracies and dictatorships in concrete cases
- Distinguish among different kinds of dictatorships in concrete cases, and evaluate their potential evils according to clear criteria
- Produce plausible explanations of the emergence and destruction of dictatorships
 - Understand some basic models of regime change and apply them to concrete cases
 - Articulate the pros and cons of structural and agent-based explanations for regime change
 - Identify and describe the factors that enable people to overthrow dictatorships or that enable dictators to survive in power
 - Discuss the typical processes of democratization in the 20th and 21st centuries and identify such processes in concrete cases
- Identify the distinctiveness of revolution as a large-scale process through which regimes are destroyed and created
 - Distinguish between revolutions and other forms of regime change
 - Identify distinct “models” of revolution, with their specific aims, methods, and historical precedents
 - Identify the major institutional and technical innovations of revolutions as processes of social change, and evaluate their applicability in various contexts
- Evaluate the feasibility and desirability, or lack thereof, of revolution as a means of achieving a just social and political order

In addition, the paper emphasizes the development of research and written and oral presentation skills; students passing the paper should thus be able to formulate in writing relatively clear arguments concerning the identification and emergence or destruction of dictatorships and revolutions, and be able to investigate concrete cases of dictatorship and revolution.

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to reading, writing, and researching material for this course. This includes 2 hours of lectures per week.

Readings

Essential texts

We will be reading the following texts in their entirety, so you should seriously consider purchasing them:

- O'Donnell, Guillermo A., and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: Johns Hopkins University Press.
- Paxton, Robert O. 2004. *The Anatomy of Fascism*. New York: Vintage.

Recommended texts

We will be reading relatively large selections from these texts in class, which will be available in the library. You may wish to consider buying them, though they are a bit expensive.

- Tilly, Charles. 2006. *Regimes and Repertoires*. Chicago: University of Chicago Press.
- Ash, Timothy Garton. 1999. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. Reprint ed. New York: Vintage.

Distributed in class or available on e-reserves or on the internet

All other readings will be either distributed in class, available through e-reserves, or will be freely available on the internet. These are:

- John Stuart Mill, *Considerations on Representative Government*, chapter 3. Available here: http://ebooks.adelaide.edu.au/m/mill/john_stuart/m645r/chapter3.html. Reading for 4 March.
- At least two articles on Venezuela listed here: <http://politicalpathologies.wikispaces.com/Venezuela+Bibliography>. Readings for 11 and 14 March.
- Levitsky and Way, "The Rise of Competitive Authoritarianism;" this is available on e-reserves. Reading for 14 March.
- Arendt, *Origins of Totalitarianism*, chapter 12. This is available on e-reserves. Reading for 1 April.

- Havel, “The Power of the Powerless“ (in *Open Letters*, pp. 125-214); this is available on e-reserves. Reading for 4 April.
- Berman, “The Philosopher of Islamic Terror,” available here: <http://query.nytimes.com/gst/fullpage.html?res=9F01E7D91731F930A15750C0A9659C8B63&sec=&spon=&pagewanted=all> and on e-reserves. Reading for 8 April.
- Hitchens, “Defending the term Islamofascism.” Available here: <http://www.slate.com/id/2176389/> and on e-reserves. Reading for 8 April.
- Boix, *Democracy and Redistribution*, chapter 1 (pages 19-59). This is available on e-reserves. Reading for 29 April and 2 May.
- Geddes, “What do we know about democratization after 20 years?” This is available on e-reserves. Reading for 6 May.
- Beisinger, “Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions.” This is available on e-reserves. Reading for 13 May.
- Arendt, *On Revolution*, chapter 6 (pp. 215-281 in the Penguin edition). Available on e-reserves. Reading for 27 May.

All of the textbooks and many of the other readings are also available on closed (2 hour) reserve or 3-day reserve at the library.

Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus. You may be able to find cheaper books online, however.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays)

10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

Recommended Reading:

A list of recommended readings is available on the bibliography page and on the various theme pages of the course wiki. Some of these readings will be placed on 3-day open reserve at the library.

Assessment requirements

Assessment for this course has three major components:

1. Two out of six possible short essays (1000 words or less), due on the dates specified in the schedule below (50%, or 25% each). You may submit all six essays (or however many you wish to submit); your grade for this component will consist of the grades for your two best essays.
2. Participation in the course wiki (<http://politicalpathologies.wikispaces.com>) and/or blog (<http://politicalpathologies.blogspot.com>) (25%). You may opt-out of the

online assessment (wiki or blog) by completing an additional essay (for a total of three essays; you may still submit all six, for the best three), but you must notify the instructor in advance.

3. A final in-class test (25%).

Your grade may also be ultimately adjusted upwards (not downwards) by a small amount for enthusiastic and useful participation in course activities or discussions, either in lecture or during tutorials.

Short essays

The Nature of Dictatorship

Due date: Friday, 7 March 2008, via e-mail before lecture

For this topic, you have a choice among the following essay topics:

- Dictatorships in the world today. In this essay, you will first come up with a definition of dictatorship, derive a short list of concrete criteria that determine whether a country is or is not a dictatorship, and determine whether the following countries are or are not dictatorships (presenting your results as a table or Excel spreadsheet): China, Peru, Italy, Poland, Kuwait, Vietnam, Russia, Norway, Portugal, Israel, Ireland, Czech Republic, Costa Rica, Pakistan, Bangladesh, Philippines, Kazakhstan, Spain, Cuba, Qatar.
- Are existing definitions of non-democracy adequate? In this essay, you will examine the criteria used by Freedom House to classify regimes as free or unfree (i.e., basically democratic or non-democratic). You will describe these criteria, assess their strengths and weaknesses, and provide at least one example of a country where you think Freedom House goes astray because of the way they understand democracy and non-democracy.
- Why are dictatorships (or, more generally, non-democratic regimes) bad, if they are indeed bad? Can there be “good” dictatorships? In this essay, you will first provide a definition of dictatorship, and then discuss in what respect dictatorships can be said to be bad, if any.

Types of Dictatorship

Due date: Tuesday 18 March 2008, via e-mail before lecture

For this topic, you have a choice among the following essay topics:

- Is Hugo Chavez regime a dictatorship? And if so, what kind is it? In this essay you will take a position regarding whether or not Hugo Chávez’ regime is a dictatorship, a democracy, or some other kind of regime, and address possible counterarguments; this is a brief for the defense or the prosecution in the mock trial activity.
- What kinds of dictatorship are there? In this essay, you will develop and defend a typology of dictatorships, and classify the following regimes according to it: Pakistan, Myanmar (Burma), North Korea, China, Nigeria, and Russia. (Note: some of these regimes may not be dictatorships).

Fascism and other 20th century pathologies

Due date: Monday 14 April 2008 (first day of mid-trimester break) via e-mail before 5pm

For this topic, you have a choice among the following essay topics:

- Is “islamism” a fascist ideology? Using specific evidence from the statements of Osama Bin Laden or any other major “islamist” figure, compare the fundamentals of islamist ideology with the fundamentals of Nazi ideology, and argue either pro or contra the proposition that islamism is a form of fascism.
- Modern fascism. Can regimes like that of Vladimir Putin in Russia be considered “fascist”? Is this or similar regimes (such as those in other post-Soviet countries) the result of peoples “giving up” free institutions, as happened in fascist countries (Paxton, p. 216)? Compare and contrast at least one of these regimes with the classical fascist cases of fascist takeover. What are the similarities and differences between these regimes and the classical fascist regimes in terms of their ideology and institutional and international context?
- Fascism and communism. Are fascist and Stalinist dictatorships the same sort of thing? Using evidence from North Korea or Soviet Russia under Stalin, compare and contrast fascist and communist regimes in terms of their ideologies and institutions, arguing either for or against Arendt's thesis that fascism and stalinism are varieties of a single thing, namely totalitarianism.

Regime Change

Due date: Friday 9 May 2008 via e-mail before lecture

- Do economic variables and state capacity explain regime change? Choose one country from among the following: South Africa before and after the end of Apartheid, Pakistan over the last ten years, Saudi Arabia over the last 10 years. What would Carles Boix's theory of regime change say about these countries during these periods? Can Boix's theory be used to account for the changes of regime (or lack of change in regime) in these countries in the long run?

Contentious Politics and Revolution

Due date: Friday 23 May 2008 via e-mail before lecture

For this topic, you have a choice among the following essay topics:

- Variation in contentious politics. Choose two episodes of contentious politics concerning similar issues in different countries. Describe the repertoire used by participants in these episodes as clearly as possible, and explain why that repertoire is different/similar.
- The Revolutions of 1989. Did the revolutions of 1989 fit the theories of O'Donnell and Schmitter? How did these transitions compare to the transitions described by O'Donnell and Schmitter?

The Meaning and Desirability of Revolution

Due date: Friday 30 May 2008 via e-mail before final exam

- Is there a right to revolution, and are revolutions desirable? What are revolutions good for? First define what “revolution” means, and then, using some concrete case as a

starting point, discuss the conditions under which people have a right to revolution and whether revolutions are desirable in those conditions. Make sure to consider what revolutions can realistically accomplish given what we know about them.

Each of these assignments is described in greater detail in their respective assignment pages in the wiki: **please consult these pages before writing the essay.**

Essays are to be turned in electronically before the lecture on the date they are due, via e-mail, unless otherwise noted. If I have not replied to you within a reasonable time, you need to assume I have not received your essay.

If you prefer to turn in a hard copy, you may do so by notifying the lecturer in advance. Hard copies of essays may be turned in at the beginning of the lecture on the date they are due, but you **MUST** also turn in an electronic copy. Essays may be checked against the Turnitin database to identify plagiarism.

All essays will be returned electronically with comments.

Course Wiki and Blog

Studies show that the best ways to learn are active, participatory and social, rather than passive and purely individual. Part of your assessment will therefore include contributing to the course wiki (<http://politicalpathologies.wikispaces.com>) or to the course blog (<http://politicalpathologies.blogspot.com>). You are strongly encouraged to do this, though it is possible to “opt out” of this requirement by writing a third essay over the course of the term.

You can participate in either the wiki or the blog or both, as long as you contribute weekly (after the second week of the course). Your contributions to either will be assessed on a weekly basis, according to the following scheme:

- 0 points. No contribution to either the wiki or the blog
- 1 point. Minimal contribution (e.g., proofreading a wiki page, minimal comment on another person's discussion posting)
- 2-3 points. Regular contributions (e.g., contributing study questions, answers to study questions, and other substantial additions to the wiki, linking to and commenting on interesting articles about dictatorship in the blog, raising or answering interesting questions in the blog, etc.)
- 4 points. Exceptional contributions (e.g., major contributions to the wiki, excellent study questions or answers, outstanding participation in the discussion board, etc.)

You need to accumulate 25 points over the course of the trimester to obtain your full 25% mark for this assessment component, starting in the second week of the term. On average, therefore, you need to be accumulating 2.5 points per week.

More specific guidelines on contributing to the wiki or to the blog follow.

Contributing to the course wiki

This course wiki is your friend: think of it as collaborative study guide, prepared over the course of the trimester. You may contribute to it in a variety of ways:

- Add new pages with content related to the themes of the course, such as the pages on Chile under Pinochet and Hitler created by students in previous terms

- Post study questions in the pages for each theme discussed in the course
- Provide links to external sources
- Add multimedia content related to the course (pictures, illustrative video, etc.)
- Answer study questions or discuss possible answers in the discussion pages
- Add entries to the bibliography and comment on those already there
- Summarize the readings in the pages for each particular theme discussed in the course
- Provide background information necessary for fully understanding the readings
- Proofread, correct, clarify, or reformat other's contributions

The lecturer will be an active participant in the wiki, posting material (including study questions) and helping to format it, as well as commenting on material posted there, but the wiki is ultimately a resource for the students to learn, and it will be only as good as you make it.

You may opt out of participation in the wiki by the third week of the course by notifying the lecturer in writing (via e-mail) that you will submit at least three, rather than two, short essays. The instructor will otherwise assume that you are working on the wiki, not writing a third essay. In case you plan to submit three essays, you may still submit up to six essays, but your final mark will consist of the marks for your three, rather than two, best essays.

Contributing to the course blog

Alternatively, you may prefer to contribute to the class blog at <http://politicalpathologies.blogspot.com>. (You can contribute to both the wiki and the blog, and you are encouraged to check both when studying or preparing for class).

Like any blog, the course blog is fairly informal. Not every posting needs to raise a question, though you may wish to raise questions about class content; and your contributions can be in comments to other people's postings. You can, for example:

- Raise questions about issues that are unclear from the class
- Comment on, and link to, articles in the international press about dictatorships, especially insofar as they relate to
- Raise issues that you think ought to be discussed in class
- Have a little fun at the expense of dictators everywhere
- Use it to coordinate activities in the wiki

As with this wiki, the instructor will be contributing to the blog frequently, posting links to news articles and participating in discussions, but again the main responsibility is on the students to make it a useful learning resource.

Final exam

The final exam is cumulative, integrative, and closed book, and will last 50 minutes on Friday 30 May. The students will answer 2 out of 5 short answer questions, and 1 out of 4 longer essay questions. Questions will be based on material posted on this wiki, including study questions posted by students.

Statement on penalties

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical

certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Sit the final in-class test and obtain at least a 40% mark in it.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

Communication of additional information

Additional information will be communicated to students via e-mail, and through the course wiki and blog; please make sure to check your e-mail regularly.

Statement on the use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Aegrotats

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **first trimester** courses in 2008 the starting point for this period is **Monday 14 May 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:

www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under “about Victoria” on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under “Course Outline General Information” at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances

- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support