

POSC 3355: SEX, SCANDALS, AND ELECTIONS

Fall 2020

Class meeting time: Tuesday/Thursday 9-10:15 am

NOTE: THIS CLASS IS REMOTE/ONLINE - THERE IS NO IN-PERSON MEETING

Instructor: Dr. Amanda Bittner

Email: abittner@mun.ca

Office Hours: Virtual, by appointment only.

Course Description:

Politics can be dirty. We've seen sex scandals (e.g. Lewinsky, Spitzer, Packwood, Craig, Foley, Weiner); Congressional & Judicial Scandals (e.g. House Banking Scandal, Abscam, Keating Five, Koreagate; Clarence Thomas Affair); and power scandals (e.g. Watergate) in the American context. The Canadian context is not scandal-free either (e.g. Sponsorship Scandal; Airbus Affair; Shawinigate; Robocall Scandal; Senate Scandal). Do scandals matter? What impact do scandals have on citizen trust? On candidates? On political campaigns? How does media coverage affect the impact of corruption and scandals?

It seems as though fairly sensible advice is available on Twitter:



But how much does doing the above four twitter-prescribed actions actually affect elections?

This course considers the above and other questions related to political scandal and corruption in election campaigns. We will focus mainly on American elections and campaigns, course will assess literatures related to voters, public opinion, campaigns, and scandals. By the end of the course, students will be able to better navigate campaigns and elections, and in particular, will be able to marshal voting behavior literature and theoretical perspectives to understand the impact of past scandals and the potential impact of future scandals for voters & electoral democracy.

Required Readings & Tools

1. Books:

Thompson, John B. 2000. Political Scandal: Power and Visibility in the Media Age. UK: Polity Press. (referred to below in “the game plan” as “Thompson”)

2. Articles and book chapters:

Required readings are listed in the syllabus below, and are downloadable from the Memorial University library website (links are provided in the syllabus). For book chapters not available online through the library, PDFs will be stored online in D2L.

3. Communication tools:

We will be using D2L, Webex, and Zoom for our class, along with regular email. I recommend also, that you consider following all the drama of this fall on Twitter, because it's gonna be lit. You can find me on there @amandabittner - following me is definitely not required, but I will definitely be posting #scandals related stuff on a regular basis.

Students are responsible for the material in the assigned readings. These required readings will supplement lectures and discussion in class.

Recommendation: all students will be submitting written work online in Brightspace.

EVERYONE should be paying attention to grammar, spelling, and formatting when submitting their written work (whether it's a discussion post or a formal essay). I recommend www.grammarly.com as a tool. You can use it to check your work in everything from word documents to emails, to online discussion posts (e.g. in D2L). There is a free version and there is a paid version. I leave it for you to decide what's best for you – but we should all be submitting and reading work that is as polished as possible.

Try the tool, it's pretty cool.

Final required reading: **THE SYLLABUS!** I beg of you, read the syllabus. Read the whole entire thing. It'll be worth it in the long run, I promise.

A quick note on correspondence and class conduct:

I am available to chat “face to face” by appointment. If you want to get in touch with me via email, you are free to do so through D2L or at abittner@mun.ca, and you should receive an answer within 48 hours on a week day. Work-life balance and boundaries are particularly challenging in the middle of a pandemic, and I am trying to protect my mental health and I

generally do not work on weekends, which means I will generally not respond to your emails over the weekend. If for some reason you have not received a response in 48 hours, feel free to email me again. Sometimes things get lost in my inbox.

I will be using your MUN email addresses and D2L to correspond with you if I need to get in touch with you outside of class, and I would encourage you to check these email addresses frequently to make sure you don't miss out.

Throughout the course, I want you to do your own thinking. I want you to think about the readings, where there are strengths and weaknesses, and where you think the dialogue is missing something. Everything is contentious, nothing is set in stone. I don't expect anybody to agree with everything, and I'd like to encourage you to discuss your thoughts, in an environment where we are all open-minded, respectful, and considerate of one another.

Accommodations, Resources, and Supports Available to Students

Memorial University is committed to facilitating and promoting an accessible, inclusive, and mutually respectful learning environment. Students requiring special accommodation are asked to communicate firstly with the Glenn Roy Blundon Centre (www.mun.ca/blundon) at the earliest opportunity. University policies and procedures pertaining to accommodations for students with disabilities can be found at www.mun.ca/policy/site/policy.php?id=239

(But really, if you need something, please come talk to me. I will do my best to make the course conducive to whatever your learning needs might be.)

Precarity: If you are having difficulty accessing food to eat every day, or if you lack a safe and stable place to live, and it is negatively affecting your ability to carry out coursework, I encourage you to contact the Student Life Office for resources and support. If you are comfortable sharing this information with me, I will help you access university resources and work with you to devise a strategy for the course work.

COVID: We are living in unprecedented times in a global pandemic. This affects us all, and in different ways. There is no shame in admitting that the struggle is real. Be gentle with yourselves, feel free to come to me if you need things, and I will do my best to help. Let us all do our best to be understanding of others and the possibility that we don't know what their current struggle is.

Sexual Violence Support:

Memorial University of Newfoundland (The University) recognizes its ethical and legal responsibility to provide a work, learning and living environment that is free of all forms of Sexual Harassment, including Sexual assault. Students, Faculty, and Staff at the University have the right to an environment that is free from sexual harassment and sexual assault. If you think you have been subjected to or witnessed sexual violence, you can contact the Sexual Harassment Office (<https://www.mun.ca/sexualharassment/>) who can provide support and walk you through the policies and processes in place to protect students and employees at Memorial. I am not a trained therapist or counsellor, but I am here to support you and can help to direct you to supports as needed/desired.

Here is a list of additional support services existing on campus designed to support students in a variety of ways. They include:

- The Commons (QEII library) provides access to print, electronic and technology resources.
- The Counselling Centre (UC-5000) helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
- The Glenn Roy Blundon Centre (UC-4007) serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illness, or mental health; support is also provided to students with documented temporary illnesses and injuries.
- Student Life (ASK, UC-3005) answers questions about such things as courses, housing, books, financial matters and health.
- The Writing Centre (SN-2053) is a free, drop-in facility for students and helps them become better writers and critical thinkers.

Some more class details

This course will involve a combination of asynchronous (pre-recorded, do it on your own time) work and synchronous (taking place live at predetermined times on zoom or webex) meetings. Each unit will include a pre-recorded video for you to watch as well as other stuff - links, random newspaper articles or videos I find on the web, and so on. The content of these units is not all pre-prepared at the beginning of the semester, but will be available online in D2L on Monday of each week of the unit.

The “synchronous” meetings are optional but encouraged if you can swing it. You can do well in the course without ever attending a single zoom meeting, but we are doing them so that we can have some fun and feel some connectivity in this course given that we are online at a time when “live” discussion can be tricky. Also, the content of our course is highly “topical” and “contemporary” especially given the American Presidential election where there is certain

to be some drama. "Live" meetings will allow us to talk about events as they unfold. The dates of the class meetings are listed below under "important dates" - please make note of them. I will include zoom or webex links for you online in our course shell in advance of the meetings.

General rules of thumb for our online synchronous "face to face" meetings in POSC3355:

- Synchronous class meetings are always optional.
- In order to encourage a free exchange of ideas, synchronous meetings will not be recorded.
- It seems inevitable that we will have technological difficulties at some point. Please be patient with one another. If a course instructor doesn't start the meeting within 15 minutes of the start time, please assume the class meeting is cancelled.
- Please change your screen name to match your preferred name.
- It is never mandatory to have your camera on; Please mute when you aren't talking
- Professional dress code not required.
- Please use the raise hand function when you'd like to speak
- You can always engage in class discussion live through in the chat function
- Many of us are sharing our work spaces with children, pets, partners, and roommates, and class meetings may be interrupted. Guest appearances by children and pets are always welcome. Snacks are totally fine. We'll all try to stay focused, and keep our language clean-ish in case tiny ears are listening.
- Arriving late or leaving early is fine. We'd rather have you for some of the time than not at all.

Important Dates (put them in your calendar!)

Sept 10 - 9 am online "face to face" meeting - zoom

Sept 17 - 9 am online "face to face" meeting - zoom

Oct 1 - 9 am online "face to face" meeting - zoom

Oct 4 - field log due online in D2L

Oct 15-16 - midterm online in D2L

Oct 29 - 9 am online "face to face" meeting - zoom

Nov 5 - 9 am online "face to face" meeting - zoom

Nov 12 - 9 am online "face to face" meeting - zoom

Nov 20 - research project due online in D2L

Nov 26 - 9 am online "face to face" meeting - zoom

Dec 3 - 9 am online "face to face" meeting - zoom

Exam period - Final Exam

The Game Plan

Introduction

Sept 10 First Class: Introduction & Overview of Course - online, live, via zoom

Unit One: What is a Scandal? What is Corruption?

Sept 15 & 17 Thompson. Chapter 1 "What is a Scandal?"
ONLINE LIVE MEETING 9 AM SEPT 17

Unit Two: How Do American Elections Work?

Sept 22 & 24 Shea, Daniel M. Chapter 2 "The Theoretical Underpinnings of Elections" in Let's Vote: The Essentials of the American Electoral Process (available online in D2L)
O'Connor, Karen & Larry J. Sabato Chapter 12 "Voting and Elections" in American Government, Roots and Reform (available online in D2L)

Unit Three: Campaign Strategy and How Campaigns Matter

Sept 29 & Oct 1 Thompson Chapter 4 "The Nature of Political Scandal"
Sides, John, Daron Saw, Matt Grossmann, Keena Lipsitz. Chapter 5
"Modern Campaign Strategies" in Campaigns and Elections. (available online in D2L)
ONLINE LIVE MEETING 9 AM OCT 1

October 4: field logs due online in D2L

Unit four: political knowledge

October 6 & 8 Gidengil, Elisabeth, Andrew Blais, Neil Nevitte, & Richard Nadeau. 2004. Chapter 4 "Can Canadians Get By with Less Information" in Citizens. (available online in D2L)
Delli Carpini, Michael, & Scott Keeter. 1996. "Political Knowledge, Political Power, and the Democratic Citizen" & The Consequences of Political Knowledge and Ignorance in What Americans Know About Politics and Why it Matters. (available online in D2L)

Oct 13 no class, Thanksgiving Break

October 15/16: midterm online in D2L

Oct 20 & 22 Research Assignment will be uploaded to D2L for your information

Unit five: information reception & impact of negative information

- October 27 & 29 John G. Geer & Lynn Vavreck. 2014. "Negativity, Information, and Candidate Position-Taking" in Political Communication, 31:2, 218-236. <http://dx.doi.org/10.1080/10584609.2013.828140>
- Thorson, Emily. 2016. Belief Echoes: The Persistent Effects of Corrected Misinformation. Political Communication. 33(3). <http://dx.doi.org/10.1080/10584609.2015.1102187>
- Hochschild, Jennifer, and Kathrine Levine Einstein. 2015. Chapters 3 & 4 of Do Facts Matter? Information and Misinformation in American Politics. (available online in D2L)
- ONLINE LIVE MEETING 9 AM OCT 29

Unit 6: Mediated Scandals

- Nov 3 & 5 Sides, John, Daron Saw, Matt Grossmann, Keena Lipsitz. Chapter 7 "Media" in Campaigns and Elections. (available online in D2L)
- Thompson Chapter 2 "The Rise of the Mediated Scandal"
- Puglisi, Riccardo & James M. Snyder, Jr. 2011. "Newspaper Coverage of Political Scandals" in The Journal of Politics 73(3); 931-950. <http://10.1017/S0022381611000569>
- ONLINE LIVE MEETING 9 AM NOV 5 (SPECIAL POST-ELECTION RE-CAP)

Unit 7: Scandals and Candidate Image

- Nov 10 & 12 Mitchell, Dona-Gene. 2014. "Here Today, Gone Tomorrow? Assessing How Timing and Repetition of Scandal Information Affects Candidate Evaluations" in Political Psychology 35(5): 679-701. <http://onlinelibrary.wiley.com/doi/10.1111/pops.12095/abstract>
- McDermott et al. 2015. "Talking the Talk but Not Walking the Walk: Public Reactions to Hypocrisy in Political Scandal." American Politics Research 1-23. <http://apr.sagepub.com/content/43/6/952.short>
- ONLINE LIVE MEETING 9 AM NOV 12

Unit 8: Scandals and Presidential Elections

- Nov 17 & 19 Basinger, Scott J. & Brandon Rottinghaus. 2012. "Skeletons in White House Closets: A Discussion of Modern Presidential Scandals" in *Political Science Quarterly* 127(2): 213-239. <http://onlinelibrary.wiley.com/doi/10.1002/j.1538-165X.2012.tb00725.x/abstract>
- Peterson, David A.M. & Beth Miller Vonnahme. 2014. "Aww, Shucky Ducky: Voter Response to Accusations of Herman Cain's 'Inappropriate Behavior'" in *PS: Political Science and Politics* 47: 372-378. http://journals.cambridge.org/download.php?file=%2FPSC%2FPSC47_02%2FS1049096514000237a.pdf&code=6e7abd309f579660954f7b01a59f9543

November 20: Research projects due online in D2L (11:59 pm)

Unit 9: Sex Scandals

- Nov 24 & 26 Thompson Chapter 5 "Sex Scandals in the Political Field"
- Dagnes, Alison. "Introduction" in Dagnes, Alison, ed. *Sex Scandals in American Politics*. (available online in D2L)
- Sachleben, Mark. "A Framework for Understanding Sex Scandals in Comparison" in Dagnes, Alison, ed. *Sex Scandals in American Politics*. (available online in D2L)
- ONLINE LIVE MEETING 9 AM NOV 26

Unit 10: Voters, Trust, Legitimacy, and Electoral Democracy

- Dec 1 & 3 Warren, Mark. 2010. "Is Low Trust in Democratic Institutions a Problem of Corruption?" in Michael Genovese & Victoria Farrar-Meyers, ed. *Corruption and American Politics* (available online in D2L)
- Andrew Wroe, Nicholas Allen and Sarah Birch. 2013. "The role of political trust in conditioning perceptions of corruption." *European Political Science Review*, 5: 175-195. http://journals.cambridge.org/abstract_S1755773912000094
- Thompson, John B. Chapter 8 "The Consequences of Scandal"
- ONLINE LIVE MEETING 9 AM DEC 3

Assignments and Grading:

Discussion (15%) – Online in D2L

The discussion grade counts for 15% of your final grade. The online format of this course lends itself to discussion in a way that many lecture-style courses do not. We are going to take advantage of this, and discuss the course material and related issues as much as possible.

For each unit there is a topic, and our discussion should centre around that topic. You are welcome to make posts and comments on things that arise during the week and relate it to the course content.

So what counts as discussion? Your discussion grade is calculated based on both the quantity and quality of your posts. The goal is to develop meaningful class discussion, and your participation should help to drive that discussion forward.

To earn full discussion points, you must post at least three substantive messages in at least eight units.

There are 11 units in the course, so this means you get three “freebie” weeks, where you can choose not to post any messages, or you can choose to post fewer than three. You don’t need to inform me when you decide to take your freebies, this is up to you.

There’s no limit to how many posts you can make in a unit. But remember, I’m looking for quality as well as quantity, so think before you post. Posting “Yeah” over and over again is really not quality, is it? It won’t cut it for full “discussion” marks.

Assignment discussion and responses in the Chat room or anywhere else online in the D2L shell do not count towards your discussion grade. Only notes in the Course Discussion Topics area count towards your discussion grade.

Note: there will be no part marks for discussion in a given week. If you post only two messages, you will get a 0 for discussion for that week. Grading discussion is a two-part process: first I check to see if you have posted the minimum of THREE messages, and THEN I go back to look at the content of those messages, to ensure that you are meeting the “substantive” requirement for your posts. If you do not post three messages, you haven’t met the minimum requirement, so I skip that week and move on to the next to see if you’ve met the requirement there. I don’t even check back to see how amazing your posts were if you didn’t meet the minimum requirement, I just skip that week. So, keep track of what you’re doing.

I will be following along and reading the discussion as it unfolds, but I won’t be doing any evaluating until the very end of the course. I hope this helps to clarify the participation

requirements, including both attendance and discussion. If you have questions, feel free to post them online in the discussion forum and I will do my best to answer them!

YOU MAY NOT COPY AND REPOST ANOTHER INDIVIDUAL'S CONTENT. THIS IS NOT CONSIDERED ORIGINAL THOUGHT, THIS IS CONSIDERED ACADEMIC MISCONDUCT.

YOU ARE HERE TO ENGAGE WITH THE MATERIAL THAT OTHERS ARE POSTING, NOT TO REPLICATE IT.

Some additional thoughts on discussion

Trying to deal with the discussion requirements may be a big challenge for you in this course. Most of the classroom-based courses that we take at the university level require that we focus our attention on absorbing whatever the instructor is saying, rather than participating in a more active way. Talking can be scary, especially in a big lecture hall. Talking can be scary online too, and initiating discussion isn't always easy. It's easier for some than others, but for most of us, it will be something that we work on and get better at over time. It is so important that you participate in the discussions in a substantive way. Your peers have a lot to share with you and amazing stories to tell. You also have a ton to offer, although you may not know it yet.

Here are some tips and ideas for ways that you might develop your critical thinking skills and work on your participation in the discussion at the same time:

- Make sure that your post adds something to the overall discussion thread. Your response should refer to the original discussion question or activity, and if you want to make sure you're staying on track, refer back to that original discussion question or activity explicitly.
- Try to use your post in a way that adds value to the discussion at hand. This is more useful and more enjoyable than simply responding in order to meet the grading/attendance requirements.
- Once you've written your post, re-read it to make sure that it adds something to the main theme that is being discussed, or the main theme that was included in the discussion question or activity.
- Think about what exactly you want to contribute, and try to make sure it's really a genuine contribution. Read it over before you post it and ask yourself, "am I adding something new here, or am I just repeating something somebody else just said?"
- Consider whether your post is the kind of thing that others can respond to as well, thereby ensuring that you are keeping the discussion going.

There are many types of things that you can post in the discussion forum. You can:

- Ask other students questions about their ideas or posts
- Share an experience or thought related to the discussion at hand
- Comment on another student's experience

- Comment on a post, and offer a different perspective
- Disagree (politely and respectfully) with a post that somebody has made
- Ask the group a question about the readings, one of the videos, or the lecture
- Describe something that came up in the week's readings or lecture, and explain what you may have gained from it. Did it make you think a bit differently about something? How so?
- Discuss how you have applied something that you learned in the course to your life in some way
- Share a video, article, or some other source that you came across that relates to the course topics

A note on discussion etiquette:

Since we are working in an online environment, it can be pretty easy sometimes to think that what we are doing is anonymous, and therefore it's ok to do or say things that we wouldn't normally do or say in a face to face conversation. It is really important that we all remember that the other folks posting in the discussion are people too, and that all of us are entitled to having our own opinions, ideas, and takes on the various topics that we will discuss.

Remember: we're talking about politics...people DISAGREE about politics. That's normal and to be expected. However, while we are entitled to our own opinions, what we are not entitled to do is force our opinions on others, belittle or insult others, or use language or make comments that are offensive, inconsiderate, or insulting of one another.

In order to ensure that we get the most out of the course and the discussions that will take place in the course, it is important to remember to be respectful at all times. Re-read your posts before you hit 'send' to make sure that you don't say things that you will regret. And if somebody else says something that you find problematic, feel free to call them on it, politely, of course.

The instructor is ultimately responsible for the nature of the discussion that takes place in the course, and therefore I reserve the right to delete any posts that I deem to be inappropriate, and I will contact you to let you know why your post was deleted. Inappropriate language and comments, including comments that insult others, cannot and will not be tolerated.

If you have a problem with something that someone has said online in D2L, and you want the instructor to deal with it, by all means get in touch with me and let me know. I am reading and monitoring all online discussion (and posting as well!) but I sometimes miss things.

On a lighter note, let's also try to keep texting short-hand to a minimum. LOL, IMHO, LMAO, etc. etc. are not "real English" and should be avoided as much as possible. This doesn't mean you can never use them (I use them all the time when I'm emailing my friends or posting on Instagram), but given that our D2L posts are meant to convey our thoughts and ideas to others, let's try to be as clear as possible. Use proper punctuation, consider grammar, check your spelling, and generally, try to be as clear as possible about what you mean. Don't use all caps

UNLESS YOU'RE ANGRY, don't use all lower case letters because it can look like you're lazy, and generally, try to think about appropriate communication.

Your posts say a lot...they're communicating your ideas, but they're also communicating something about you as an individual. This can add pressure when we're trying to work up the courage to say something, but this can also be an important source of caution. Consider self-censoring to some extent. This doesn't mean don't post ideas, but it means think about how you word them, and what exactly you're communicating in your post.

Above all, this is meant to be fun and interesting! The more we get into the spirit of class discussion and participation, the better this course is going to go!

Scandals in Politics Field Log (10%)

For one week, you will keep a "field log" providing your own observations and reflections on scandals in politics. Details about this assignment and what is involved will be provided in the second week of class.

This assignment is due Sunday October 4th at 11:59 pm via email.

Midterm (20%) and Final Exam (30%)

Both the midterm test and the final exam are cumulative: that is, they cover all the material we have covered in the course until that date. So the midterm covers all of the materials we cover in class up until October 14. The final exam will cover all of the material from the course (from beginning to end), including all assigned chapters, all class discussions and lectures, and anything else we might do in class – movies, guest speakers, etc.

The midterm will take place on October 15/16, and is worth 20%. The final exam will take place online during the exam period in December, and is worth 30% of your final grade.

Research Project (25%)

Students are required to design and execute a research project for this course. Students can choose between a standard research paper (3,000 words) or a creative project (i.e. a video, podcast, play, etc.) paired with a 1,000 word report relating it to course themes. You are required to cite a minimum of TEN (10) sources in this project, and if you are writing an essay you must use in-text citations following the *Mapping Politics* style guide (we will discuss this online in class) as well as including a bibliography with your project when you hand it in.

I will circulate a list of research questions/possible topics early in the term, from which you are to choose one question for your project. The final draft of your project will be due on **NOVEMBER 20** by midnight, online in D2L. Do not email your project to me, please upload it in the assignments section of the D2L section.

We will discuss the project more in class, and I will hand out more information, including my expectations and the list of questions, in October. This assignment, including a bibliography, is worth 25% of your final grade.

NOTES ON GRADING, MISSED TESTS, AND LATE PENALTIES

In the event of a class cancellation, then a scheduled quiz or midterm test will be administered in the class immediately following. Students unable to write the midterm or final exam on the days which they are administered may qualify—by providing valid medical documentation (e.g. doctor's note) for the day in question—for a different test/exam on a different day.

The research essay is due November 20. The penalty for late assignments is 10% per day, including each weekend day. So, if you submit your paper on the Monday after it is due, 30% will be automatically deducted. This seems like a lot – it is. So submit the paper on time!

Cheating on quizzes, midterm tests, research assignments, and/or final examinations includes (but is not limited to) allowing another student to copy from your own work, presenting someone else's work as your own, and/or consulting with others while a test is taking place. Information about procedures and penalties for academic dishonesty is outlined in the University Calendar and is available through the Department of Political Science.

ACCOMMODATION OF STUDENTS WITH SPECIAL NEEDS

I am committed to facilitating and promoting an accessible, inclusive, and mutually respectful learning environment. Please feel free to get in touch with me to ensure that this takes place in my course. Students requiring special accommodation are asked to communicate with the Glenn Roy Blundon Centre (www.mun.ca/blundon) at the earliest opportunity. University policies and procedures pertaining to accommodations for students with disabilities can be found at www.mun.ca/policy/site/policy.php?id=239

ACADEMIC INTEGRITY & MISCONDUCT

Plagiarism

Plagiarism means offering the words or ideas of another person as one's own. The material copied or paraphrased may consist of a few phrases or sentences, or an entire passage or paper. Whatever its form and extent, plagiarism constitutes two kinds of failure: 1) Failure to perform the basic tasks expected in any paper -- original mental effort and expression; 2) Potentially, the moral failure of academic dishonesty. Plagiarism may be deliberate (as in the submission of a paper written in whole or part by another student, purchased from an essay bank, or cut and pasted from web sites) or the result of carelessness through failure to provide proper documentation.

All directly copied or quoted material must be enclosed in quotation marks and the source must be clearly identified in a footnote. The source of any paraphrased material or ideas must also be properly documented. Failure to do so is plagiarism.

The procedure for handling cases of suspected plagiarism at Memorial University is set out in the University Calendar. All cases of suspected plagiarism must be reported to the Department Head in accordance with Section 4.11 of the University Calendar General Regulations. Depending on the circumstances and the degree of plagiarism involved, the Department of Political Science normally handles first offenders in accordance with the Procedures for Informal Resolution (Section 4.11.5). The penalty in such cases is normally a grade of 0 for the work concerned. The Department maintains a list of students who have been found guilty of plagiarism, and in the case of a second offence or in particularly serious cases of plagiarism, the Procedures for Formal Resolution (Section 4.11.6) will be followed. The penalty in these cases may be probation, suspension or expulsion in addition to the grade of 0 for the work concerned.

If in any doubt about what plagiarism consists of, consult with your instructor or refer to any standard work on writing essays and research papers. The Faculty of Arts Writing Centre (SN2053) can also provide relevant information. The notes on proper documentation below may be of assistance.

Notes on Proper Documentation

A good political science paper contains a logical argument built on solid evidence. While the evidence may be that of first-hand observation and study, evidence for most student papers will come from books, journals, newspapers, and government documents. Documentation in the form of footnotes, endnotes, or in-text references (with page numbers) must be provided for all facts, ideas, or interpretations which are not considered to be common knowledge. An acceptable rule of thumb for determining whether an item is one of common knowledge would be if the information is readily available in a number of different sources. An example may help.

It is common knowledge that Martin Luther King, Jr. was a black civil rights activist who was jailed in Alabama for leading a march against segregation in the early 1960s. No footnote would be required for such a fact.

A footnote would, however, be required for a statement such as: *Martin Luther King, Jr. expressed disappointment that southern religious leaders urged people to comply with desegregation not because it was morally right but because it was the law.*

In the latter case, the reader might want to check that Rev. King actually did express those views. A good guideline to follow is to ask yourself where your understanding of the thoughts, beliefs, or ideas of an individual or a group came from. If you don't know, are you sure that your understanding is accurate? If it isn't, then don't use it. If you do know, then state the source.

A common misperception is that footnotes only have to be given for direct quotations. This is not correct: footnotes must be provided in all cases where an idea, belief, action, or thought is attributed to an individual or group.

A footnote would be required for the following quotation from page 14 of the province's Strategic Economic Plan. "The private sector must be the engine of growth. While it is the role of government to create an economic and social environment that promotes competitiveness, it is the enterprising spirit of the private sector that will stimulate lasting economic growth."

A footnote would also be required for the following statement. *The Strategic Economic Plan argues that the private sector must be the basis of economic growth in the province.*

Similarly, a footnote must be provided whenever you "borrow" a particular idea, interpretation, or argument from a known source.

Other forms of Academic Misconduct

Misconduct can take many forms, and none are tolerated. Please see section 6.12.4 of the University Calendar for more information about academic offences. If you have any questions about this topic, feel free to contact me.

ONCE YOU READ THIS ENTIRE DOCUMENT, SEND ME AN EMAIL AT abittner@mun.ca
IN THE SUBJECT LINE, I WANT YOU TO WRITE "I read the POSC3355 syllabus!"

In the body of the email I want you to tell me what you think the biggest scandal in Canadian history was (and why) and I want you to send me an interesting gif related to scandals. If you do this correctly by September 16th, 2020, I'll add 1% of extra credit to your final grade.