MEMORIAL
UNIVERSITY
Faculty of Humanities and Social Sciences

COURSE DESCRIPTION

This course is an introduction to research methods in political science.[1] Its goal is to familiarize you with the scientific study of politics. We will apply a scientific approach to questions about political phenomena, instead of the more familiar approaches taken by politicians, interest groups, and popular media. We will learn how to ask empirical questions about politics, how to answer these questions scientifically using the appropriate types of evidence, and how to clearly convey our arguments to others. The course topics will include the logic of the scientific method, the measurement of political concepts, research design and methods of data collection, statistical techniques for analyzing data, and various (although certainly not all) quantitative and qualitative practices in the field of political science. Learning to think scientifically in this manner is a skill that you will find useful in other political science courses and in your career (and life!). No background in statistics or mathematics is assumed. There are no prerequisites other than a desire to think about political problems in a systematic and critical fashion.

At the end of the course, you should be comfortable reading and critiquing arguments about real world political problems. You should be able to engage with the methodological approach of the research, and understand where this research "fits" within approaches to political science. You should be able to think in a nuanced way about research questions, how to operationalize variables, and how to do basic and some more sophisticated statistics. You will be equipped with the skills required to do qualitative research as well, including understanding the basics of sampling and data collection, interviewing, and text analysis.

The course is designed to give students a "taste" of various research approaches, providing students with a baseline set of skills and tools from which to execute more sophisticated research projects on their own in the future, whether academic or as practitioners of politics and public policy.

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[1] Note: I have lots of amazing colleagues around the world who teach political science research methods. I have drawn from a number of their syllabi, which they shared online. I'd like to give a special thanks to the following colleagues, who have shared their materials with me, have discussed their teaching practices with me, and have had more than one conversation about my ideas about how to approach this course: Mirya Holman (Tulane), Melanee Thomas (Calgary), Jane Lawrence Sumner (Minnesota), and colleagues at Memorial, including Scott Matthews, Sarah Martin, Elizabeth Schwartz, Christina Doonan, and Isabelle Côté. Thanks also to the Gender and Political Psychology Writing Group, who never cease to amaze me in their willingness to support each other's (and my) research and teaching. This syllabus definitely came together from conversations within that group. Thanks also go to the SMASHLab Writing group for all the repeated advice, as well as Sharon Lauricella and Gavan Watson for getting me thinking about "ungrading" specifically.

MEETING TIME/LOCATION

This class takes place Wednesdays from 10am-1 pm. This class will take place live (synchronously) over zoom. Sometimes we meet from 10-12 and then you also have a videorecorded lab to walk through, other times we meet for the full three hours and there may or may not be a videorecording. All of these scheduling details can be found below in the brief course outline.

We will use the same zoom link each time we meet, and we can also use this link when we meet one-on-one for ad hoc meetings. You can connect to our classroom here:

> Join Zoom Meeting
> https://us02web.zoom.us/j/89418080374?pwd=b3EvaFovOTlMcGRaWVNEcGdHdkJXQT09
>
> Meeting ID: 894 1808 0374
> Passcode: 093938

This is the type of class where attendance and participation are really key: so is keeping up with the readings and assignments. **If you fall behind, it is really difficult to catch up**. Units build on one another. So, come to class, use the extra lab time when you need it, meet with me if you want to talk about the course. I am here to help you as much as possible, it's my goal for all students to do really well in this course. **Nothing makes me happier than students doing awesome**. I am available to chat over zoom/the telephone/email as needed.

READINGS & SOFTWARE

There is a textbook for this course, and it is required.

> Bhattacherjee, Anol, "Social Science Research: Principles, Methods, and Practices" (2012). Textbooks Collection. 3.
> http://scholarcommons.usf.edu/oa_textbooks/3

It is free and open source, and available on the internet.

This textbook will be referred to in the list of readings each week as "Bhattacherjee", and I will list which chapters are required for each unit. YOU MUST read them IN ADVANCE of class.

In addition to the textbook, journal articles are assigned and will be discussed each week. PDFs will be provided online in Brightspace (D2L).

We will be using STATA statistics software in the computer lab. It's available at www.stata.com.

*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. 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.

ASSIGNMENTS AND GRADING (Overview)

Assignment	Dates & Deadlines	Value
Weekly seminar leadership	Chosen by students	100 points
Presentation of a journal article	Chosen by students	50 points
Participation & Collegiality	Throughout	250 points
Lab activities	7 deadlines listed below	P/F
Short assignments	4 deadlines listed below	75 points
Group assignment	January 18 (presentation Jan 19)	P/F
Research Proposal	April 15	275 points
Extra credit assignments		TBD
		750 points
		+ 250 points if pass all P/F

CLASS POLICIES

A quick note on correspondence and class conduct:

If you want to get in touch with me via email, you are free to do so through BrightSpace or at abittner@mun.ca, and you should generally receive an answer within 48 hours. Work-life balance and boundaries are particularly challenging in the middle of a pandemic, and I am currently helping my own kids do virtual school, so my working hours are a little weirder than normal, and this means that you may get emails at odd hours, usually after my kids are in bed at night and before they wake up in the morning. 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. *sigh*

We can meet online one on one with a "face to face" meeting, by appointment. Just send me a note and we will set it up.

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 books, how it links to politics as you understanding it, and I want you to sit with some of the ideas that arise. 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.

BRIEF COURSE OUTLINE AND READING SCHEDULE

DATE	SEMINAR TOPIC	LAB deadlines (Sundays, 11:59 pm, following our class)	Other deadlines (Tuesdays, 11:59 pm, before our class)
Jan 12	RESEARCH IN POLITICAL SCIENCE • Seminar 10-12 • Lab live tutorial 12-1	+ submit Lab 1	
Jan 19	EMPIRICAL APPROACHES TO POLITICAL SCIENCE • Seminar 10-12 • Recorded lab tutorial		+ group assignment + assignment A
Jan 26	REFLECTION WEEK		
Feb 2	HYPOTHESES, CONCEPTS, VARIABLES, AND MEASUREMENT • Seminar 10-12 • Recorded lab tutorial	+ submit Lab 2	
Feb 9	CAUSALITY, DATA, AND STATISTICAL INFERENCE • Seminar 10-12 • Recorded lab tutorial + live support 12-1	+ submit Lab 3	+ assignment B
Feb 16	SCHEDULED ONE-ON-ONE MEETINGS W/BITTNER	+ submit Lab 4	
Feb 23	READING WEEK		
Mar 2	INVESTIGATING RELATIONSHIPS BETWEEN TWO VARIABLES • Seminar 10-12 • Recorded lab tutorial	+ submit Lab 5	
Mar 9	MULTIVARIATE ANALYSIS • Seminar 10-12 • Recorded lab tutorial + live support 12-1	+ submit Lab 6	+ assignment C
Mar 16	REFLECTION WEEK		
Mar 23	SAMPLING AND COLLECTING DATA • Seminar 10-12 • Recorded lab tutorial + live support 12-1	+ submit Lab 7	+ assignment D
Mar 30	THINKING ABOUT QUALITATIVE RESEARCH • Seminar 10-12		
April 6	TEXT AS DATA • Seminar 10-1		

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 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. Shame is highly correlated with experiences of sexual violence, and I am here to tell you (over and over again, as needed) that if you have experienced sexual violence it is not your fault and that I am sorry it happened to you. Please do not be ashamed to ask for help.

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.

Group Assignment (50 points) (January 18th, 8:59 am) (Pass/Fail)

The Spaghetti Assignment: this is a group assignment, which I have drawn from Andrew Gelman and Deborah Nolan's "Teaching Statistics: A Bag of Tricks."

You will be divided into two groups. Each group will tackle the following project:

How much do noodles weigh after being cooked? (We have always thought that capellini doesn't fill you up as much as spaghetti.) Boil two ounces of various types of noodles (for example, capellini, spaghetti, linguini, and fettuccini) for the recommended time. Record the thickness (or volume) of a piece of uncooked noodle, and the weight of the cooked pasta.

> Requirements:
> a. Create a dataset containing the results of your experiment
> b. Present the results of your experiment in class, using presentation technology

Your group must email your dataset to me (in *.dta format) **before** class on January 19th. Your presentations will take place in our class on January 19th. This is a group project. All students must **work together,** and the project will be evaluated as such.

note: due to COVID, students will need to find a way to work collaboratively without necessarily working together in physical proximity. In "normal" times, students usually cook together in the same kitchen. I leave it to you to figure out how to do this in a way that allows you to adapt to the global pandemic.

Discussion Leader (100 points)

Throughout the course, we will be discussing both "how to" conduct different types of research, as well as reading articles where researchers have employed various research methods and empirical approaches. The two types of readings are distinguished by a *** in the list of readings below. The readings above the *** are "how to" readings, and the readings below the *** are articles addressing various research questions, from across the discipline's subfields. Students are responsible for managing the week's discussion for a given topic, and will work with those individuals who are presenting a journal article, to facilitate the class.

Discussion leaders are NOT responsible for presenting the substantive journal articles for the week, their peers will do this job. But they are responsible for walking the class through the week's topic, including providing a broad overview of the topic, highlighting any issues that students might need to think about, and providing additional insights into the material in order to ensure that the material is comprehended. The discussion leader will also lead a discussion in the class (after the journal article presenters have done their presentations) to ensure that we connect the journal articles to the topic of the week, and to ensure that students have a solid understanding of all materials being read for the week. Discussion leaders should be VERY familiar with all of the readings, and while they are not responsible for presenting the journal articles, should ensure that the class has a good discussion of those articles after the journal article presenters have done their presentations.

Presentation of a Journal Article (50 points)

Following from above, throughout the course, we will be discussing both "how to" conduct different types of research, as well as reading articles where researchers have employed various research methods and empirical approaches. Students are responsible for presenting on ONE of the articles below the *** each time they present a journal article.

Students are required to do the following for the article that they choose to present:

1. Paraphrase the author's research question and thesis statement. Does the author provide a clear and narrowly defined image of the project in the introduction?
2. Does the author effectively establish why the research topic is important and worthy of further study?
3. Is the literature review critical and well-executed? Provide specific examples from the article to support this point.
4. What theoretical perspective (or perspectives) does the author draw on? What are the central pieces of research that the author cites when describing the theory they are testing?
5. What methodological technique is being employed in this study? Is the method clear? Does it mesh with what you understand is necessary based on the "how to" readings for this week? Do you see any flaws? How might you "fix" those problems if you were to do additional research in this area, building on what these authors have done?

For each presentation, you are required to address these questions in an oral presentation, and you must also submit a written document to the instructor with your responses to each of these five points, in-detail.

Presentations of each journal article should be about 15 minutes in length, and written supporting documents submitted to the instructor BEFORE class) should be about 3 pages (1500 words) in length.

Participation & Collegiality (250 points)[2]

The success of the course is dependent on our active engagement and conversations with the texts and each other. Aim for a balance between saying nothing and dominating the discussion in order to contribute to deep, engaged learning/teaching. Practice stepping up and stepping back, which opens space for discussion and fosters collegiality and equal participation. A few quality interventions that make connections and build the conversation are more valuable than the quantity of participation. Collegiately is embodied with practices such as posing questions, addressing and reflecting on colleague's ideas and questions as well as making connections to the texts as we build the conversation and work towards a collective understanding. Learning is fostered through connections with the texts and with each other – we do not do this work on our own. We will be creating a shared vocabulary that deepens our understanding of the texts and our work together.

Our work is focused on learning from the authors and from each other, as such we are also all teachers. This is a gift and a responsibility. We bring different experiences to the group, and even when we have read carefully and reflected on our own positions, we may make assumptions about race, gender and other-ness that may cause harm. Tracey Lindberg (Kelly Lake Cree Nation and University of Victoria) observes that non-Indigenous people can make "kind mistakes". One of our responsibilities is to reflect on and come to understand the assumptions we bring to our work together, and the harm they may cause. In turn, the work of learning includes remaining open with humility so that we can make room for each other and to foster learning/teaching.

If you have concerns about your participation, please speak with me so we can devise strategies to ensure your success.

As part of your self-evaluation of participation & collegiality, you will need to meet with me one-on-one at the mid-point of the course, and you will be asked at the end of the semester to evaluate your own performance. Your grade for participation and collegiality will be determined based on your self-evaluation, in consultation with me.

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[2] Note this language about participation and collegiality is adapted from Dr Sarah Martin's POSC6400 syllabus from Intersession 2021. I leave it in purple so that it is clear that these words are not mine. I wish they were, she is brilliant.

Lab Activities Workbook (200 points – Pass/Fail)

This is a virtual workbook, and the parts will be added to the workbook gradually over the semester. At times we will be "in the lab" remotely together, and we will work on lab activities. You will be submitting independent work, but you may work together to figure out what is required. **(You don't need me to tell you that ensuring academic honesty can be complicated under these circumstances, so be careful and ensure that you really are submitting your own work. Students must not copy from each other, those involved will fail the assignment, and we will need to have a conversation about academic dishonesty, which may also lead to expulsion from the program. Don't do this.)**

The lab activities all together will count for 200 points, but each lab activity will be worth only a portion of that total, and these assignments will found online in D2L. Each lab activity assigned will clearly lay out what is required, how many points it counts for, and will be submitted online in D2L in the Lab Activities Workbook Dropbox folder in D2L. This will be explained in class.

We will be doing our first lab activity during our first class. Students who miss class for medical or other legitimate reasons will be able to do the work on their own time. Unless otherwise indicated, all submission deadlines will take place on the **Sunday** *after the lab took place, online in D2L by 11:59 pm, thus giving you time to continue to work on your lab activity after class is over on Wednesdays.*

This workbook will be graded on a pass/fail basis. I *really* want to encourage you to focus on UNDERSTANDING what we are doing, and not worry about the grade, per se. I want you to focus on thinking about data, how it *works,* how to write about it, how to describe the patterns you see, and I want you to focus on the PROCESS of data analysis. Each lab you submit will be evaluated as a P/F, and if I think you need to go back and do it again, I will tell you. I will grade and re-grade your labs numerous times as needed, until you get a pass, if you want. I want you to UNDERSTAND what you're doing, not just submit things because you have to without fully getting it.

Short Assignments (75 points)

Throughout the semester, students will be responsible for submitting a series of short assignments (4 in total). These assignments will be posted by the instructor in D2L, and students will be responsible for submitting the assignments before their deadlines. Each will be worth a portion of the 100-point total, and each short assignment will clearly lay out what is required, how many points it counts for, and will be submitted online in D2L in the Short Assignments Dropbox folder in D2L. Students must be prepared to discuss their work in class.

Deadlines are as follows:
Assignment A – Tues Jan 18 (11:59 pm)
Assignment B – Tues Feb 8 (11:59 pm)
Assignment C – Tues March 8 (11:59 pm)
Assignment D – Tues March 22 (11:59 pm)

Research Proposal (275 points) (April 15, 11:59 pm)

Students are required to design a research project for this course. (Students are **not** required to execute the full research project.) Using the principles we discuss throughout the course, students will be required to identify a research question, the research design, and provide information about data and case selection, as well as variables of interest (including dependent and independent variables). More details about this assignment will be forthcoming, and will be uploaded to D2L and discussed in class. These will be due on **April 15th at 11:59 pm**.

Extra Credit Assignments (Total points TBD)

Throughout the course, students will be eligible to receive extra credit points towards their final grade.

The first way that extra credit can be received is online in D2L. There is a discussion forum online in D2L, where students can ask questions, either about the concepts we discuss or about how to use Stata/conduct the lab activities. All students are welcome to answer these questions, and will receive extra credit for answering them. How extra credit "helper" points can be obtained will be outlined online in D2L, in the discussion forum section.

The instructor may also give students the option of doing extra credit assignments throughout the course, depending on how things are going in the course. Extra credit options will be given to ALL students, there will be no extra credit on a case-by-case basis.

DETAILED SEMESTER PLAN

Class Date	Topic	Readings
Jan 12	Research in Political Science	Bhattacherjee chapters 1,2 Wildcat, Matthew, Mandee McDonald, Stephanie Irlbacher-Fox, and Glen Coulthard. "Learning from the land: Indigenous land based pedagogy and decolonization." Decolonization: Indigeneity, Education & Society 3, no. 3 (2014). This is our first class, but I'm expecting you to have prepared for it by doing the required reading in advance. It's only about 30 pages! Totally manageable. We will have a "real" class as well as going over the syllabus. *note: Today we will be working together online in zoom, as well as heading into our virtual "computer lab" to work on our first lab assignment
Jan 19	Empirical Approaches to Political Science & the Role of Theory in Research	Bhattacherjee chapters 3,4 *** Y Bouka, ME Berry, MM Kamuru. 2019. Women's political inclusion in Kenya's devolved political system. In Journal of Eastern African Studies. 13 (2):313-333. Cassese, Erin & Mirya Holman 2016 Religious Beliefs, Gender Consciousness, and Women's Political Participation. *Sex Roles* 75: 514-527.
Jan 26	Reflection (no class, no assignments due)	
Feb 2	Hypotheses, concepts, variables, and measurement	Bhattacherjee chapters 5,6,7 *** Bittner, Amanda & Elizabeth Goodyear-Grant. 2017. Sex isn't Gender: Reforming Concepts and Measurements in the Study of Public Opinion. *Political Behavior* 39:1019-1041) Christine Slaughter. 2020. Ain't No Stopping Us Now: African Americans, Political Engagement and the Role of Resilience. Working paper.
Feb 9	Causality, Data, and Statistical Inference	Marini, Margaret Mooney, and Burton Singer. "Causality in the social sciences." Sociological methodology 18 (1988): 347-409. ***

		Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. The Political Legacy of American Slavery. *The Journal of Politics* 78:3, 621-641 Benegal, Salil D. 2018. The spillover of race and racial attitudes into public opinion about climate change, *Environmental Politics*, 27:4, 733-756, DOI: 10.1080/09644016.2018.1457287
Feb 16	SCHEDULED ONE-ON-ONE MEETINGS WITH BITTNER	
23	READING WEEK	
Mar 2	Investigating Relationships Between Two Variables	Bhattacherjee chapter 14 *** Ladner, Kiera L. "Understanding the impact of self-determination on communities in crisis." International Journal of Indigenous Health 5, no. 2 (2009): 88-101. Lewis, JP. 2015. A Consideration of Cabinet Size. Canadian Parliamentary Review. Autumn 2015.
Mar 9	Multivariate Analysis	Bhattacherjee chapter 15 *** Hicks, Timothy, Alan M. Jacobs, and J. Scott Matthews. 2016. Inequality and electoral accountability: Class-biased economic voting in comparative perspective. *The Journal of Politics.* 78(4): 1076-1093. Fletcher, Joseph, Heather Bastedo, and Jennifer Hove. 2009. Losing Heart: Declining Support and the Political Marketing of the Afghanistan Mission. *Canadian Journal of Political Science* 42(4): 911-937.
Mar 16	Reflection (no class, no assignments due)	
Mar 23	Sampling and Data Collection	Bhattacherjee chapter 8 Suzuki LA, Ahluwalia MK, Arora AK, Mattis JS. The Pond You Fish In Determines the Fish You Catch: Exploring Strategies for Qualitative Data Collection. The Counseling Psychologist. 2007;35(2):295-327. doi:10.1177/0011000006290983 *** Gerber, Alan, and Donald Green. 2000. The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment. *American Political Science Review*. 94(3): 653-663. Goodyear-Grant, Elizabeth, Amanda Bittner, and Rebecca Wallace. 2017. Paper Presented at the Workshop: New Research in Gender and Political Psychology, New Orleans, October 2017.
Mar 30	Thinking about Qualitative Research **Dr Alison Smith to join our class from 11-12 to discuss	Bhattacherjee chapter 13 ***

	her book and her research methods	Mugge, Liza 2016. Bridging the Qualitative-Quantitative Divide in Comparative Migration Studies: Newspaper data, and political ethnography in mixed method research. *Comparative Migration Studies*. 4:1-17. Smith, Alison. 2022. Multiple Barriers: The multilevel governance of homelessness in Canada. University of Toronto Press. (Chapters TBA)
April 6	Text as Data	Abu-Laban, Yasmeen & Linda Trimble. 2010. "Covering Muslim Canadians and Politics in Canada: The Print Media and the 2000, 2004, and 2006 Federal Elections." & "Appendix Putting it All Into Practice" In Mediating Canadian Politics, Shannon Sampert & Linda Trimble, eds. Pearson Press, Toronto. Grimmer, Justin and Brandon Stewart. 2013. Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts. *Political Analysis* 21: 267-297. *** Tolley, Erin. 2015. Racial Mediation in the Coverage of Candidates' Political Viability : A Comparison of Approaches. Journal of Ethnic and Migration Studies. 41(6): 936-984. Small, Tamara A. 2018. "Online negativity in Canada: Do party leaders attack on Twitter?." Journal of language and politics 17, no. 2: 324-342.

NOTES ON GRADING, MISSED ASSESSMENTS, AND LATE PENALTIES

The penalty for submitting assignments late is 10% per day, including each weekend day. So, for example, if you submit your research proposal on the Monday after it is due, 30% will be automatically deducted.

(this is a very bad plan, please don't do this, it breaks my heart.)

If you become seriously ill or something in advance of this assignment, it is important that you take steps to notify the instructor (me) about your situation so we can work something out.

Finally, cheating, in addition to being unfortunate in any class, is especially unfortunate in a class where the main goal is to read, think, and discuss your ideas. It is simply not acceptable. Cheating on assignments includes (but is not limited to) allowing another student to copy from your own work and presenting someone else's work as your own. Information about procedures and penalties for academic dishonesty is outlined in the University Calendar and is available through the Department of Political Science.

Policy on 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.