

POSC 1000: Introduction to Politics

Winter 2022 Course Syllabus

Instructor: Dr Amanda Bittner, Department of Political Science

Where to find me:

In the course shell: Login to BrightSpace (you can email me there!)

VIRTUAL Student Hours: I will be available online more than ever this semester (like all of us!), and I will set up group video chats on a semi-regular basis to allow you to “check in” with me and other students and ask questions.

At all other times, if you have questions, post them online for others to see and answer too, or send me an email in D2L. I will get back to you pretty quick. If you want to meet with me one on one, send me an email and we can find a time that works for you.

Course Description

Everyday, we participate in politics, often unknowingly. We discuss the lack of snow-clearing on the sidewalks of St. John’s. That’s about public policy, the prioritization of city funds, and our expectations of government. We attend a fundraiser to help victims of domestic violence. That’s about our beliefs about human rights, what is important, about our participation in the world around us, about non-governmental organizations (NGOs), their activities, and their efforts to pressure governments into creating policies that we think are worthwhile. We join a facebook group called “the seal hunt supports me.” This is about the impact of industry on our livelihoods, our beliefs of what governments should and shouldn’t to protect our interests, and our commentary on other groups and organizations in civil society who may disagree with and even actively protest against activities that we are involved in/value. These are only three examples, and it is easy to think of many more.

While we may participate in politics to varying degrees, both knowingly and unknowingly, there are a lot of institutions and organizations and norms that govern and affect how we perceive society, and in turn, how we interact within it. This course will introduce basic concepts in political science, including “politics” itself, in order to get us thinking about the world around us, and our place in it. Citizen participation and engagement occurs because of the nature of the institutions that structure society: we work and live within them, and sometimes we rebel against them. This course will look at how and why.

Required Readings

Anderson, Christopher, and Rand Dyck, eds. 2016. *Studying Politics: An Introduction to Political Science*, 5th ed. Toronto, Thomson Nelson.

- This Textbook is available through the MUN bookstore in an e-textbook format. You can also buy it online from other sources (chapters.ca, or an independent bookstore, for example)
- Students are responsible for the material in the assigned chapters (listed below). The textbook readings will supplement lectures posted. I will **not** be reading from the textbook in my posted lectures, and sometimes I won't mention things that are written in the textbook. Students are responsible for the textbook contents anyway, whether they are specifically discussed or not. In addition, posted lectures will sometimes cover things that aren't specifically written in the textbook: students are also responsible for the subject matter covered in my online lectures as well. (If I only read from the textbook it would be boring, right? Brutal! Politics is supposed to be FUN! So I like to mix it up!)

Assignments and Grading:

Assignment	Date	How much is it worth?
Syllabus Quiz	Week 3 (JAN 20-26)	3%
Online Quiz	Week 8 (MARCH 1-2)	20%
Participation	Throughout	15%
Research Assignment	Week 10 (MARCH 13, 11:59 pm)	25%
Final Exam	During exam period (APRIL 13-23)	37%

Quick note: Teaching Assistants (TAs) will be working with the instructor to assist with both grading assignments as well as monitoring online discussion and participation. These TAs are graduate students in the Department of Political Science, are quite interested in and excited about politics, and quite keen to be watching your knowledge develop over the semester.

One TA will be assigned to help the instructor monitor your online discussion throughout the course (e.g. you won't have more than one TA following your individual online participation, but you will have at least one TA AND the instructor), and you may or may not have the same TA evaluate your other assignments.

The Game Plan	
Week 1	Unit 1: What is Politics? What are Governments? Anderson & Dyck chapters 1 & 3
Political Culture, Values, and Identity	
Week 2	Unit 2: Culture and Identity: shaping the state and interactions within it Anderson & Dyck chapter 4 Unit 3 Values and Attitudes: What are they and what do they do? Heard, Andrew "Political Culture and Socialization: The Media and Other Mind Shapers" (PDF available online in D2L
Week 3	Unit 4: More about values: the role of ideology Anderson & Dyck, chapter 2
Week 4	REFLECTION: NOTHING ASSIGNED, NOTHING DUE, NOTHING AT ALL
Governing Institutions	
Week 5	Unit 5: Constitutions: Like blueprints... Anderson & Dyck chapter 6
Week 6	Unit 6: How do governments work? Who's in charge? Is it always the same? Anderson & Dyck chapter 7
Week 7	REFLECTION: NOTHING ASSIGNED, NOTHING DUE, NOTHING AT ALL
Week 8	Unit 7: More on how governments work. The role of legislatures Anderson & Dyck chapter 8
Week 9	Unit 8: Keeping it all in check: the rule of law, judicial independence, courts Anderson & Dyck chapter 9
Elections, Participation, Mobilization	
Week 10	Unit 9: The Role of the People (or, Keeping it all in check II) Anderson & Dyck chapter 10
Week 11	REFLECTION: NOTHING ASSIGNED, NOTHING DUE, NOTHING AT ALL
Week 12	Unit 10: Political Parties Anderson & Dyck chapter 11
Week 13	Unit 11: Interest Groups and Social Movements (or, Keeping it all in check III) Anderson & Dyck Chapter 12

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 pandemic feels like it is never ending. 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 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.

Assignment Details

Syllabus Quiz (3%)

This quiz is based on the syllabus, and tests your understanding of the course requirements. This quiz is an online timed assignment. You will have 90 minutes to complete the quiz, which will consist of 20 questions. Note that once students begin their quiz then the clock is on and the D2L portal will prevent answers from being submitted after 90 minutes no matter what time they start.

A very large “writing window” will open from 12:01 am (just after midnight) (NST) on JAN 20 2022 until 11:59 pm (just before midnight) (NST) on JAN 26, 2022. The one week window has been chosen in order to accommodate students who work during the week as well as those who work during the weekend, as well as students who may enter the course a little late. Students may begin the quiz at any point within the writing window.

Online Quiz (20%)

The quiz is based on the content of the course, and tests your knowledge of what we have learned both from the textbook, other required resources (any articles, videos, and so on), and my online lectures. The quiz will cover all content from units 1 through 7.

The quiz will consist of 60 questions in total, including multiple choice and true or false questions. Each question is worth one point. Students are allocated 75 minutes to write the quiz. Note that once students begin their quiz then the clock is on and the D2L portal will prevent answers from being submitted after 75 minutes no matter what time they start.

A 48 hour “writing window” will open from 12:01 am (just after midnight) (NST) on MARCH 1, 2022 to 11:59 pm (just before midnight) (NST) on MARCH 2, 2022. Students may begin the quiz at any point within the writing window. The 48 hour window is designed to accommodate varying student schedules and responsibilities. You may choose when you actually sit down to take the test within that time frame.

Final Exam (37%)

The final exam is cumulative: that is, it covers all of the material from the course, including all assigned chapters, all online discussions, notes, and lectures, and anything else we might do – posted videos, posted articles, etc.

The final exam is online timed assignment, and is worth 37% of your final grade. **It will take place during the official exam period, but will take place online in D2L.**

This final exam will consist of 110 questions in total, including multiple choice and true or false questions. Each question is worth one point. Students are allocated 120 minutes to write the exam. Note that once students begin their exam then the clock is on and the D2L portal will prevent answers from being submitted after 120 minutes no matter what time they start. **(DO NOT BEGIN TO WRITE YOUR FINAL EXAM UNLESS YOU KNOW YOU HAVE ENOUGH TIME TO COMPLETE IT WITHIN THE WINDOW AVAILABLE.)**

The exam will be available online throughout the entire exam period, and you may take it at a time that is convenient for you (there is no specific exam time scheduled for our exam among the “regular” exams that you might otherwise also be taking for your other classes).

Writing Assignment (25%)

One of the most important things we can do in life is encounter a piece of information, think about it, do a little more reading and background research, talk with others about the topic, and then develop our own ideas about the issue. Long after you’re “done” with political science, these tools will be the things you continue to use for the rest of your lives. So we’re going to work on them, in the context of political “stuff.”

This project is worth 25% of your final grade, which should tell you how important these skills are. It is due at the end of week 10 (MARCH 13, 11:59 pm).

Here’s how it will work. You will choose from a list of four political science journal articles (list provided to you online in D2L). You will read an article, and you will write a critical review about the article. Details of this assignment can be found below.

GENERAL

The written assignment component of POSC 1000 consists of the preparation of a “critical review” of a scholarly article published in a political science journal. What is a critical review? It’s a short analytical summary of an article chosen from an approved list of works in political science. The goal of this assignment is to help students develop their skills as consumers of political science scholarship, while at the same time getting students accustomed to independent study on selected topics in the field. Basically, you will be reading a political science article and then making your own observations about it.

The guidelines below describe specific requirements concerning the format and structure of the reviews. You must choose an article for this assignment from the list of articles provided. No other articles are acceptable: there are no substitutions. You are required to write on ONE of the articles; you should NOT write about more than one. In preparing the assignment, you must also follow a specific structure, described below (under “Structure”).

This assignment is due at the end of week 10, and is worth 25% of your final grade. See the course schedule for specific deadline details.

Special note: Each review must be 4 typed, double-spaced pages in length. One of the major goals of this assignment is to enhance your ability to summarize political science research concisely (that is, briefly and efficiently), therefore the overall length guidelines for this assignment will be strictly enforced. This means that, in grading the assignment, any text after the 4th page of your critical review will not be considered or evaluated.

FORMATTING

Critical reviews, as noted above, must be 4 typed, double-spaced pages in length. Please also follow the following formatting rules: the paper must be typed in 12-point font; paragraphs must not be separated by extra lines (double-spacing between lines is enough, so just hit the “enter” key once when you finish a paragraph); all margins must be 1”; and pages should be numbered. Note that title pages are not required. Please indicate your name and student number at the top of the first page of your paper, as well as listing the author(s) and title of the article you have chosen to review.

You have been provided with a Microsoft *.doc template for the assignment, it includes section-headers and appropriate margin formatting, as well as page numbers. Feel free to use this template. If you do not use the template, please be sure to adhere to the formatting requirements (e.g. the assignment should look as if you DID use the template).

CITATIONS AND REFERENCES

Unlike a regular term paper or essay, a list of references (bibliography) is not required for this assignment. Please simply list the author(s) and title of the article you are reviewing, at the top of your assignment, under your name and student number.

While a reference list is not required, you are required to use citations to the article you are reviewing, whenever you want to include a direct quote, make note of a specific argument, or refer to a specific piece of evidence from the article. Basically, when you are explicitly referring to the article’s content, you should explicitly cite the article. In order to help you to apply this rule correctly, the following guidelines may be useful:

A) In general, you should not use long quotes. The object of the assignment is to prepare an analytical summary of the article – which means that, whenever possible, you should work to restate and condense (or summarize) the article's claims in your own words. Quotes should typically only be included if the author has a particularly poignant, distinctive or useful way of expressing a certain idea, one which you feel cannot be restated.

B) It may be tricky to determine if a particular argument or piece of evidence you are citing is sufficiently “specific” to merit a citation. One way to deal with this is to ask yourself the following question: will the reader of my critical review have difficulty figuring out where I got this particular argument or piece of evidence? If the answer is yes, then you should include a citation.

C) Bear in mind that learning to cite properly is not a major goal of this assignment. You should (of course) aim to do this properly, but an extra or missing citation or two (or three or four!) is not going to hurt your mark a great deal. So, imperfection is ok, but keep in mind that you should not be citing a page reference for every sentence of your assignment, nor should reviews include no citations whatsoever.

For this assignment, students must use the citation style of the student journal "Mapping Politics," the MUN Political Science Department's student-run journal, available at http://journals.library.mun.ca/MP/mp_styleguide.pdf.

STRUCTURE

Your review must be prepared according to the following structure. The review will consist of five sections, as described below, and each section should be titled by the corresponding heading. The page lengths indicated in parentheses (next to each heading below) should be treated as approximations; you may allocate slightly more or less to each section without penalty. If you are using the assignment template provided, these section headings and the instructions for each section are included. Simply replace the instructions with your own text.

Overall summary (½ page)

You should complete this first section of the review last, if only because you'll find the work much easier at that point. Here you should provide a concise summary of the entire article, including its thesis. In practice, this summary could easily be composed of a restatement of each of the remaining sections of the assignment (except for the "Problem" section). That is, one approach would be to include one or two sentences summarizing each of the "Background," "Major claims and evidence," and "Conclusions" sections.

Background (1 page)

In this section you will discuss the background or context of the article. Consider questions such as: why has this article been written?; what are the general questions or issues the article is addressing?; what is the importance of the article's conclusions to politics and political science?; what other relevant research has been completed on the topic?; have other researchers arrived at different conclusions from those of the present author(s)? Keep in mind that, when addressing these questions, it is not necessary to go beyond the article at hand. All the articles will supply information, albeit to varying degrees, on the relevant background.

Major claims and evidence (1 page)

In this section you will identify the major supporting claims made in the article, along with the evidence the author supplies in support of those claims. These are the sub-arguments the author provides to support his/her thesis, that is, his/her overall argument. Consider questions such as: what are the key concepts in the article?; what are the major assumptions and propositions made in the article?; what sort of evidence does the author use to "back up" his/her claims? In order to identify the truly important claims in the article, you might want to focus on those

claims that seem controversial or, at least, quite different from the claims and assumptions of other authors. Remember, major claims should tie directly into the article's thesis.

Conclusions (½ page)

Here you will summarize the major conclusions of the article and restate the article's thesis. In a sense, this section of the summary should flow logically from the "Major claims and evidence" section. That is, if you have correctly identified the major claims of the author, the author's major conclusions should seem to follow quite naturally or obviously. Keep in mind that, although the article may include a number of concluding comments, it is only necessary for you to discuss the major ones — those that seem most central to the article, given its background and context (as discussed in the "Background").

Problem (1 page)

In this final section of the exercise, I want you to identify one problem with the article, that is, some aspect of the research that you find questionable in some way. Consider questions such as: does the article address a truly important question?; is the background of the article properly identified?; do the article's major claims make sense, and are they well supported with evidence and argument?; do the article's conclusions follow logically from its major claims and arguments?

ASSIGNMENT FAQs

1) Are outside sources allowed?

Strictly speaking, outside sources are allowed. However, they are not necessary and, in fact, I would discourage you from using them. I would much prefer students devote their time to making sense of the one article they're reviewing than to spend time and effort on outside research. Students sometimes wonder about using outside sources in regards to the "Background" section. Here, you can simply rely on the clues in the paper — what the author says about the importance of the paper, the related literature, and the paper's broader implications (often contained in the concluding section of the paper), along with your broad sense of important political issues. (See also [3] below.)

2) The article I'm reviewing includes statistical analysis and tables that I don't understand. What should I do?

I only expect students to speak generally about the important relationships that are observed and described in a statistical analysis, rather than to speak intelligently on or to cite specifically the details of the math, formulas, or statistical analyses. All the articles eligible for this assignment include textual interpretations of their statistical results that should allow students to understand what the analysis indicates.

3) I'm new to political science. How can I answer questions about the "background" of an article? Many of my students have puzzled over the "Background" section of this assignment. I always urge them to ask themselves: why has this paper been written?; why is this an important topic for politics or political science?; and perhaps most importantly, what's the point? To answer such questions, you can rely on clues in the papers themselves and also refer to general knowledge of politics and history. You might also reflect on what the course textbook has to say on the topic of

the article you're reviewing, as this may hint at the wider significance of the research. To see where the topic is discussed, check out the textbook's index.

4.) Do I have to answer all the questions listed under each component of the assignment structure?

Certainly not. The questions are there to help you figure out what should be included under each heading, but it's not necessarily going to be the case that you will answer all of the questions explicitly. In fact, some of the questions may not be relevant to the article you're reviewing.

Participation (15% of final grade)

The participation 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 introductory 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 I have posted an 'activity' as a launch for discussion, and our discussion can centre around that activity. In addition, however, you are welcome to make posts and comments on things that arise during the week regarding the course content that do not fit into the activity itself. Just because we have an activity doesn't mean we can't talk about other things as well.

So what counts as participation? Your participation 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 ten units.

There are 12 units in the course, so this means you get two "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 "participation" marks.

Assignment discussion and responses in the Chat room do not count towards your discussion grade. Only notes in the Course Discussion Topics area count towards your participation grade.

Note: there will be no part marks for participation in a given week. If you post only two messages, you will get a 0 for discussion for that week. Grading participation 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 participation

Trying to deal with the participation 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 may have missed something.

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 facebook), 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!

Notes on Grading, Missed Tests, and Late Assignments

Students unable to write the tests and exams on the days which they are administered may qualify—by providing valid documentation (e.g. doctor's note) for the day in question—for a different midterm test on a different day.

The penalty for late assignments is 10% per day, including each weekend day, beginning 1 minute after the deadline of 11:59 pm on Nov 14 (i.e. at 12:01 am on the 15, 10% is deducted, and at 12:01 am 24 hours later (the 22), 20% is deducted, and so on).

Cheating on 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. The following page provides some more information about academic integrity.

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.