POSC 6010
Political Science Research Methods

MEMORIAL
UNIVERSITY
Faculty of Humanities and Social Sciences

Department of Political Science, Memorial University

Winter 2020

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Office Hours: Tuesdays 1pm-3pm, Wednesdays 12pm-2pm (or by appointment)

COURSE DESCRIPTION

This course is an introduction to research methods in political science. 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 some basic and 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, comparing cases, evaluating text, and conducting experiments.

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.

MEETING TIME/LOCATION

This class takes place Tuesdays from 9-1 pm. This class will take place both in the seminar room (SN-2033) as well as the Science Building's Computer lab (SN-4030). We will be using STATA statistics software. You do **NOT** need to purchase it (although you can if you want, it's available at www.stata.com). You may want to use the computer lab outside of class time in order to complete your assignments, and it is available for your use throughout the week. There is a schedule posted on the classroom door, and whenever there is no class booked in the computer lab, you may use it. In addition, the Commons in the QEII library has Stata on its computers and you are welcome to use them whenever the library is open.

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, come to office hours 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**.

READINGS

There is a textbook for this course, and it is required. It is available at the university bookstore, or you can order it online. It also comes in an e-book format.

> Johnson, Janet Buttolph, H.T. Reynolds, and Jason D. Mycoff. 2019. *Political Science Research Methods*. 9th Edition. California: CQ Press.

This textbook will be referred to in the list of readings each week as "JRM", 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. They are listed in the grid below, and available freely online from the Memorial University library. There are a couple of book chapters or working papers assigned as well, and for those, PDFs will be provided online in Brightspace (D2L)

*Recommendation: all students will be submitting written work, either in class, or 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 discussion topic leadership	Chosen by students	100 points
Presentation of a journal article (x 2)	Chosen by students	100 points
Participation	Throughout	100 points
Research Proposal	March 22nd	150 points
Research Proposal Peer Review	March 29th	75 points
Lab activities	7 deadlines listed below	200 points
Short assignments	4 deadlines listed below	75 points
Group assignment	January 14	50 points
Poster presentation	Poster due April 5, Poster Session Date TBD	150 points
Extra credit assignments		TBD
		1000 points

DATE	TOPIC	Lab Time?	Assignments Due
Jan 7	RESEARCH IN POLITICAL SCIENCE	#1 12-1:30 pm, SN-4030	Lab 1 due
Jan14	EMPIRICAL APPROACHES TO POLITICAL SCIENCE	#2 12-2 pm, SN-4030	Group Assignment Due Short Assignment A Due Lab 2 Due
Jan21	HYPOTHESES, CONCEPTS, VARIABLES, AND MEASUREMENT	#3 12-2 pm, SN-4030	Lab 3 Due
Jan 28	CAUSALITY, DATA, AND STATISTICAL INFERENCE	#4 12-1:30 pm, SN-4030	Short Assignment B Due Lab 4 Due
Feb 3	INVESTIGATING RELATIONSHIPS BETWEEN TWO VARIABLES	#5 11-1 pm, SN-4030	Short Assignment C Due Lab 5 Due
Feb 10	MULTIVARIATE ANALYSIS	#6 11-1 pm, SN-4030	Lab 6 Due
Feb 17	READING WEEK, NO CLASS	Lab available 11-2	
Feb 24 *Class time must be rescheduled	SAMPLING AND COLLECTING DATA	#7 12-1:30pm, SN-4030	
Mar 3	TEXT AS DATA		Short Assignment D Due
Mar 10	COMPARATIVE CASE STUDIES		Lab 7 Due
Mar 17	PROCESS TRACING AND HISTORICAL ANALYSIS		Research Proposal Due (March 22nd)
Mar 24	NO CLASS		Research Proposal Peer Review Due (March 29th)
Mar31	EXPERIMENTS		Poster Due (April 5th)

ASSIGNMENT DETAILS

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 (2 x 50 points = 100 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 in class) should be about 3 pages (1500 words) in length.

Participation (100 points)

Students are required to attend all classes, and be prepared to discuss the material and work in lab exercises. This type of course is challenging, especially at the beginning, and not coming to class generally means students will have a difficult time understanding the material and it will be difficult to catch up, especially since all things we do will build on previous classes. DO NOT MISS CLASS UNLESS YOU ABSOLUTELY, ABSOLUTELY, ABSOLUTELY HAVE TO!

You must attend class in order to do well in the course.

Research Proposal (150 points) (March 22nd, 11:59 pm)

Students are required to design a research project for this course. (Students are **not** required to execute the full research project, although they may do so for their final poster if they wish.) 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 (in D2L in a group discussion area for all to see and discuss) on **March 22nd at 11:59 pm**.

Research Proposal Peer Review (75 points) (March 29th, 11:59 pm)

Students will be responsible to provide written feedback on ONE other student's research proposal, but will have access to and be able to read all other research proposals online in D2L. More details about this assignment will be forthcoming, but students will be asked to comment on the clarity of research questions, research design, data and case selection, as well as variables of interest, with the purpose of helping the student to generate a more clear and higher quality research poster presentation due at the end of the semester. This feedback should be about 1-2 pages long (500-1000 words), and will be posted online in D2L, shared with ALL students. (We all get better at

providing feedback the more we see others provide feedback, and we all get better at research if we see what others say and think about each other's research projects.)

Lab Activities Workbook (200 points)
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, 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.)

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 will be given out during class-time when we are in the lab. 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 **Friday** 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 Tuesdays.*

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 – Friday Jan 10 (11:59 pm)
Assignment B – Friday Jan 24 (11:59 pm)
Assignment C – Friday Jan 31 (11:59 pm)
Assignment D – Friday March 6 (11:59 pm)

<u>Group Assignment (50 points) (January 14th, 8:59 am)</u>

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 14th. Your presentations will take place in the lab component of our class on January 14th. This is a group project. All students must **work together,** and the project will be evaluated as such.

<u>Poster Presentation (150 points)</u>
This poster presentation is the "culmination" of your research activities this semester. Building on your work for your research proposal and the suggestions you receive from your peer review, you will be required to create a "poster" for display at a poster session in the department, showcasing your work. This poster DOES NOT require you to have done any data analysis yourself. But you may do so if you wish. We will discuss what is expected for this assignment later in class.

The date for the poster session will be confirmed in class, but it will take place the week AFTER classes are over. There will be snacks provided by the instructor, and we will invite other members of the department to look at our posters.

Digital copies (in PDF format) of the posters will be due, online in D2L, on Sunday April 5th, by 11:59 pm.

Students will be evaluated on the substantive content, clarity **and** visual appeal of their posters, as well as their ability to respond to questions during the poster session. How a poster session works, and expectations of poster givers will be discussed in class later this semester.

<u>Extra Credit Assignments (Total points TBD)</u>
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.

CLASS POLICIES

1. Students are expected to attend every class session, do all the reading before class, and come prepared to discuss it.
2. Laptops/tablets are allowed in class for note-taking and data analysis purposes **ONLY**, not for checking emails, Facebook or surfing the web. Lots of research shows that students who take notes with laptops actually don't do as well as students who take notes by hand. If you decide to use a laptop for the course, please respect your fellow colleagues and your instructor enough to give them your full attention. There is nothing worse than presenting in front of 20 people who are all laughing at their friends' Facebook updates and are busy emailing their wife/father/employer, etc. (Also, frankly, if you are doing this stuff you are likely to do quite poorly in the course, because you really need to be paying attention).
3. When contacting the instructor, please state your full name and needless to say, be civil! I aim to be as responsive as possible to email from students, but am unlikely to be able to respond within less than 48 hours. For substantive questions that require long answers, come and see me during office hours, I would be more than happy to chat with you then.
4. 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.
5. Each of us is an adult and therefore expected to adhere to basic rules of common courtesy in sharing group space and exchanging ideas. We should all treat others as we would wish to be treated. Agreeing to disagree with someone is not a personal or moral failure. We will be decent to 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.

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.

DETAILED SEMESTER PLAN

Week of	Topic	Readings	Assignments Due This Week
Jan 7	Research in Political Science	JRM Chapter 1 This is our first class, but I'm expecting you to have prepared for it by doing the required reading in advance. We will have a "real" class as well as going over the syllabus. *note: Today we will be in the seminar room discussing the readings, the course, as well as heading into the computer lab to work on our first lab assignment	1. lab 1 due (Friday)
Jan 14	Empirical Approaches to Political Science	JRM Chapter 2 JRM Chapter 3 *** Winters, Jeffrey A. & Benjamin I. Page. 2009. Oligarchy in the United States? *Perspectives on Politics*. 7(4):731-751. Cassese, Erin & Mirya Holman 2016 Religious Beliefs, Gender Consciousness, and Women's Political Participation. *Sex Roles* 75: 514-527. *In the lab to work on Lab 2	1. Group Assignment Due 2. Short Assignment A due (Friday) 3. lab 2 due (Friday)
Jan 21	Hypotheses, Concepts, Variables, and Measurement	JRM Chapter 4 *** 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) Mitchell, Sara McLaughlin and Paul & Hensel. 2007. International Institutions and Compliance with Agreements. *American Journal of Political Science*. 51(4): 721-737. *In the lab to work on Lab 3	1. lab 3 due (Friday)
Jan 28	Causality, Data, and Statistical Inference	JRM Chapter 6 JRM Chapter 11 *** Mahoney, James. 2008. Toward a Unified Theory of Causality. *Comparative Political Studies* 41(4): 412-436. Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. The Political Legacy of American Slavery. *The Journal of Politics* 78:3, 621-641 *In the lab to work on Lab 4	1. Short Assignment B due (Friday) 2. lab 4 due (Friday)
Feb 4	Investigating Relationships Between Two Variables	JRM Chapter 12 JRM Chapter 13 ***	1. Short Assignment C due

		Holman, Mirya. 2013. Sex and the City: Female Leaders and Spending on Social Welfare Programs in US Municipalities. *Journal of Urban Affairs*. 36(4): 701-715. Lewis, JP. 2015. A Consideration of Cabinet Size. Canadian Parliamentary Review. Autumn 2015. *In the lab to work on lab 5	2. lab 5 due
Feb 11	Multivariate Analysis	JRM Chapter 14 *** Bodet, Marc-Andre, Melanee Thomas, and Charles Tessier. 2016. Come hell or high water: An investigation of the effects of a natural disaster on a local election. *Electoral Studies*. 43:85-94 Hicks, Timothy, Alan M. Jacobs, and J. Scott Matthews. 2016. T*he 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. *In the lab to work on lab 6	1. Lab 6 Due
Feb 18	No class (reading week)		
Feb 24 *we need to reschedule this class for later in the week.	Sampling and Collecting Data	JRM Chapter 5 JRM Chapter 8 JRM Chapter 10 *** 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. 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. 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. (Paper online in D2L)	
Mar 3	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.	1. Short Assignment D due

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		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. Stuart N. Soroka, Dominik A Stekula, and Christopher Wlezien. 2015. It's (Change in) the (Future) Economy, Stupid: Economic Indicators, the Media, and Public Opinion. *American Journal of Political Science*. 59(2):457-474. Daniel Schwarz, Denise Traber and Kenneth Benoit. "Estimating Intra-Party Preferences: Comparing Speeches to Votes." Political Science Research and Methods 5(2): 379-396. *In the lab to work on lab 7 (this is our last week with a lab during class)	
Mar 10	Comparative Case Studies	JRM Chapter 7 Lijphart, Arend. 1971. Comparative Politics and the Comparative Method. *The American Political Science Review*. 65(3): 682-693. Côté, Isabelle 2018. Researching violent conflicts using comparative multi-sites fieldwork. Sage Research Methods Cases. *** Côté, Isabelle & Matthew Mitchell. 2016. Elections and "sons of the soil" conflict dynamics in Africa and Asia. *Democratization*. 23(4): 657-677. Basta, Karlo. 2017. The State between Minority and Majority Nationalism: Decentralization, Symbolic Recognition, and Secessionist Crises in Spain and Canada. *Publius: The Journal of Federalism* 48(1): 51-75	1. lab 7 due
Mar 17	Process Tracing and Historical Analysis	Collier, David. 2011. Understanding Process Tracing. *PS: Political Science* Tansey, Oisin. 2007. Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling. *PS: Political Science*. 765-772. Skocpol, T., & Somers, M. (1980). The Uses of Comparative History in Macrosocial Inquiry. *Comparative Studies in Society and History*, 22(2), 174-197. *** Jacobs, Alan. 2009. How do Ideas Matter? Mental Models and Attention in German Pension Politics. *Comparative Political Studies*. 42(2): 252-279. Martin, Sarah, and Jennifer Clapp. Finance for Agriculture or Agriculture for Finance? *Journal of Agrarian Change* 15(4): 549-559.	1. Research Proposal Due (Sunday March 22)

		Morgan, S.G. and Boothe, K., 2016, November. Universal prescription drug coverage in Canada: Long-promised yet undelivered. In Healthcare management forum (Vol. 29, No. 6, pp. 247-254). Sage CA: Los Angeles, CA: SAGE Publications.	
Mar 24	No class		1. Peer Review due (Sunday March 29)
Mar 31	Experiments	JRM Chapter 9 Morton, Rebecca B. & Kenneth C. Williams. *Experimental Political Science and the Study of Causality: From Nature to the Lab*. Cambridge: Cambridge University Press. – Chapters 1,2, 13 (PDFs online in D2L) *** Schneider, Monica & Angela L. Bos. 2016. The Interplay of Candidate Party and Gender in Evaluations of Political Candidates. *Journal of Women, Politics, and Policy*. 37(3): 274-294. Munger, Kevin. 2016. Tweetment Effects on the Tweeted: Experimentally Reducing Racist Harassment. *Political Behavior*. DOI 10.1007/s11109-016-9373-5	2. Final posters due (Sunday April 5)

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 final poster on the Monday after it is due, 10% will be automatically deducted. Wait until Wednesday, and 30% will be automatically deducted.

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

Finally, on the draft of your research proposal and the peer review exercise, late assignments are **not acceptable**. This exercise involves working in a group/team environment, and by either a) not submitting an initial draft of your proposal on time; or b) not submitting your peer review on time, you are seriously inconveniencing your colleagues. Students who do not submit their proposals on time forfeit the opportunity to either receive a peer review, or do one themselves. This is a kind of quid pro quo exercise, and given that it's done over email, there's no excuse for missing out. You can do it from home, you can do it from your bed if you like. **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.

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, 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.

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IN THE SUBJECT LINE, I WANT YOU TO WRITE "I read the POSC6010 syllabus!"
In the body of the email I want you to write "yay me, for reading this" and I want you to send me an interesting graph or table of data related to politics. If you do this correctly by January 13th, 2020, I'll add three points of extra credit to your final grade.