

PSCI 2701B  
Introduction to Research Methods in Political Science

Tuesdays, 2:35 p.m. – 5:25 p.m.

Online: <https://brightspace.carleton.ca/d2l/home/286211>

I General information

Instructor: Conrad Winn

Office Hours:

- Communications channel – Zoom on teaching weeks.
- Predictable availability – Mondays and Tuesdays 12:30-1:30 p.m. prescheduled by student email to [cljwinn@cunet.carleton.ca](mailto:cljwinn@cunet.carleton.ca) with an email confirmation or possible scheduling adjustment request from Conrad Winn if requested time is already spoken for.
- Discretionary availability – Wednesdays and Thursdays 12:30-1:30 p.m. prescheduled by student email to [cljwinn@cunet.carleton.ca](mailto:cljwinn@cunet.carleton.ca) with an email confirmation or possible scheduling adjustment request from Conrad Winn if requested time is already spoken for.
- Procedure – Individual students are asked to please (a) explain briefly by email how or why our subsequent Zoom conversation might satisfy his/her/their needs and (b) describe when the student(s) would like to talk with a second time option offered in case the first time option is already spoken for.

Phone number: 437-553-4705

Email address for PSCI 2701B: [cljwinn@cunet.carleton.ca](mailto:cljwinn@cunet.carleton.ca)

II Course Description

The course is devoted to empirical methods. Each class will have three goals or objectives explored roughly in the following sequence:

- a. empirical methods, quantitative and qualitative supported by Scott Bennett textbook,
- b. major events or phenomena that may not be well known or understood along with discussions of how people can do research on such events or phenomena for graduate school, career and/or consulting advantage, and
- c. how to spot in political science, conventional media, and in many other sources of political and economic information analogous opportunities along with research design, publication, and organizational opportunities for a student's own benefit.

Empirical methods and Professor Bennett's book are the first focus of the course and the initial focus of each class. Opinion surveys are potentially one source of data. Surveys or polls can be carried out for a multitude of organizations and their needs. Potential clients for surveys are almost limitless. They could include governments, political parties, businesses, unions, universities, charities, associations, scholars, ordinary citizens, a group of people in this class, a major media organization, the U.S. State Department, the CIA, the Foreign Office, Mi6, or a proxy organization on behalf of the Government of Canada or a provincial government.

Opinion surveys may use quantitative and/or qualitative methods depending on how questions are worded. A directly quantitative question could ask respondents to score their feelings towards, say, a Prime Minister on a 5 point scale. An analogous qualitative question could ask an open-ended query on how respondents feel about a Prime Minister to be expressed in respondents' own words. The qualitative data from the query could be transformed into

quantitative data. This could be done by following rules for scoring on a quantitative scale the attitudinal meaning, valence and/or intensity/frequency of various words or phrases expressed by the respondent.

Surveys are only one potential source of quantitative data. Other quantitative data can be derived from

- a. official government figures – e.g. GDP per capita, inflation, unemployment, inequality, government or private debt, income taxes, fertility, marriage rates, crime rates and countless other data,
- b. corporate data – sometimes analogous to or an extension of government data,
- c. quantitative content analysis – e.g. a researcher's quantitative transformation of qualitative data in news media, movies, novels, open line shows, media discussions, university text books, conversations, advertising, popular songs and many other sources,
- d. consumer behaviour – e.g. residential decisions, housing prices, transportation choices, and other consumer-related phenomena, and
- e. miscellany – food, vacation, and sundry lifestyle decisions as well as sundry other phenomena.

A vital secondary theme of the course is to explore major events or phenomena that are potentially vital to society but receive very little publicly available research or media reporting. Research on such topics by you could deliver advantages gaining access to graduate school, securing entry into a valuable career or building a consultancy or business of your own.

Every lecture period will explore as its second theme political phenomena and political events chosen because of how little coverage they received compared to their importance. Such events have tended to receive much less attention in the news media, government, politics, university curricula and business discussions than evolving history might lead many people to conclude that they should have. The secondary theme in every lecture period will include a presentation. The secondary theme will also invite class discussion on how people in the class could design their research on the topic for competitive advantages in gaining entry to graduate school, securing valuable employment or gaining other career or income advantages.

A vital tertiary purpose of the course is to explore how students can gain competitive graduate school and/or career advantages in other empirical ways. The tertiary theme will emphasize research and potential publication on unexpected themes, i.e. other than the secondary theme discussed moments earlier in a given class.

These tertiary research and publication themes could be far more important today to individual students than they are currently deemed by the mass media, universities, governments or employers. The limited capacity of the mass media, universities, governments and employers to foresee unexpected military, political and economic threats is a recurrent theme in history. A widespread failure to foresee has happened in many major ways since before WW1. By being among the first to foresee and among the first to do research and publication on a theme of great latent importance, you could transform your initial perplexity and even frustration into long-term advantage for yourself.

The bottom line goals or objectives are learning skills in quantitative and qualitative, empirical methods for purposes of transforming such skills into advantages for yourself.

### III Course Format

Synchronous. Each lecture and accompanying questions and answers and/or discussion will take place weekly online via Zoom at the scheduled lecture time.

### IV Learning Outcomes

The main short-term learning outcomes are intended to be greater awareness of and skills with respect to

- a. your own potential, quantitative survey research – design, implementation, and analysis of your own attitude/opinion/awareness survey,
- b. contracting out data collection (e.g. field work or interviewing for a survey designed and analysed by you but fieldwork/data collection by another person/organization) – how to ensure honest data collection,

- c. conducting survey research in dictatorships
- d. using the empirical data of others – attitude or behavioural data assembled by governments, corporations, universities and/or other organizations and ensuring that the data are honest, complete and not misleading,
- e. qualitative data – how to transform it into quantitative data using the procedures of content analysis,
- f. accuracy about causation – how to ensure that you have identified the correct causation or independent variable that affects the dependent variable (scores you are trying to explain) and
- g. major gaps in news and the priorities of governments/corporations/unions/universities – how to spot major gaps, how to develop the skills and publications in these fields or gaps, and hence how to design your research for graduate school and/or career advantage.

The medium-term outcomes are to enhance the preceding skills for each student’s potential advantage. One benefit could be for the use of empirical skills in subsequent university courses. The longer-term advantages are for the preceding skill improvements to lead to specializations and/or research and publication to provide you with competitive graduate school and/or career advantages.

## V Texts

The sources of textual information are:

- Scott Bennett, *Public Affairs Research Methods: a Quantitative Introduction* (Queenston: Edwin Melon, 1996), available on Brightspace along with the syllabus;
- SPSS – the Statistical Package for the Social Sciences. Online and offline advice may be useful for programming statistical analysis. It is available at <https://i.carleton.ca/spss/> or by purchase. Purchase may be useful to some students but there is no requirement to purchase.
- A great variety of news and information sources available in the PPT’s used for the second topic of each lecture.

## VI Evaluation at a glance

<i>Date</i>	<i>Type</i>	<i>Percent of Course Grade</i>
Jan. 28	MCT = Multiple choice test	6
Jan. 28	Research Proposal	8
Feb. 4	MCT	6
Feb. 25	MCT	6
Mar. 4	MCT	6
Mar. 18	MCT	6
Apr. 1	MCT	12
Single authors – essay submission dates are <ul style="list-style-type: none"> <li>• Mar 25 for family names beginning with A to L</li> <li>• Apr 1 for M to Z.</li> </ul>	Essay	40
Teams with uneven number of authors – essay submission dates are based on family names of middle author <ul style="list-style-type: none"> <li>• Mar 25 for names beginning with A to L</li> <li>• Apr 1 for M to Z.</li> </ul>	Same as above	Same as above
Teams with even number of authors – essay submission dates are based on a letter midway between the two authors with names closest to the middle of the alphabet <ul style="list-style-type: none"> <li>• Mar 25 for names beginning with A to L</li> </ul>	Same as above	Same as above

• Apr 1 for M to Z.		
NA	Oral contributions	10

VII Evaluation in detail

<i>Date</i>	<i>Type</i>	<i>Percent of Course Grade</i>	<i>Expected Timing of Grade and/or Feedback</i>	<i>Content</i>
Jan. 28	MCT = Multiple choice test	6	After class	Lectures, text, news
Jan. 28	Research Proposal	8	Approx 1 week	Any qualitative or quantitative topic with a persuasive justification for your choice, a process to be described early in lectures.
Feb. 4	MCT	6	After class	Lectures/textbook/news incl. some retrospective
Feb. 25	MCT	6	After class	"
Mar. 4	MCT	6	After class	"
Mar. 18	MCT	6	After class	"
Apr. 1	MCT	12	After class	"
Single authors – essay submission dates are • Mar 25 for family names beginning with A to L • Apr 1 for M to Z.	Essay	40	Approx 1 week post-submission	Single author or team essays accepted if approved at proposal stage
Teams with uneven number of authors – essay submission dates are based on family names of middle author • Mar 25 for names beginning with A to L • Apr 1 for M to Z.	Same as above	Same as above	Same as above	Same as above
Teams with even number of authors – essay submission dates are based on letter midway between two authors with names closest to the middle of the alphabet • Mar 25 for names beginning with A to L • Apr 1 for M to Z.	Same as above	Same as above	Same as above	Same as above
NA	Oral contri-	10	End of term	Oral contributions in class. Lowest possible

<i>Date</i>	<i>Type</i>	<i>Percent of Course Grade</i>	<i>Expected Timing of Grade and/or Feedback</i>	<i>Content</i>
	Contributions			grade for a given student is average of student's other grades

Some other observations about tasks and grading:

- Except at peak times, Conrad Winn is happily available to offer counsel on essays and other course subject matter;
- For the essay content assigned to this course, AI entails risk. Students may use it early in their research projects but face high risk if used for fundamental content analysis or statistical analysis. Further AI guidance will follow.
- Students are prohibited from submitting to this course essays previously submitted in another course.
- Missed tests will not be replaced. If a test is missed for medical or equivalent reasons and documentation satisfies University requirements, the replacement grade will be the mean of all other test grades of that student.
- If submitted late but before the end of term classes, essays will face no penalty if supported by medical documentation. If submitted before the end of term classes without medical documentation, they will be accepted with a late penalty of 2 percentage points daily. If submitted after the end of the teaching period, they will be subject to university decision-making. Essays submitted after the last day of classes will be accepted at the discretion of the instructor upon completion of the Academic Consideration for Coursework Form (<https://carleton.ca/registrar/academic-consideration-coursework-form/>) and supported by medical documentation.
- Possible news-related test questions may (a) use a news item to illustrate true and/or false causation in research, (b) test very occasional awareness by students of items of news that might matter, (c) explore very occasionally uneven completeness in news reporting and resulting implications for research, and/or (d) address a wide variety of print and Internet news sources.

### VIII Course schedule

The course will tend to follow closely the themes outlined in the table immediately below. A little timing and/or content flexibility will nonetheless be allowed, especially if we experience unexpected events. Six of the 13 weeks will have a brief multiple choice test starting at the very beginning of class.

As described in the table below, each of the 13 weeks of classes will have three sections in approximate sequential order:

- Section 1 of each week will normally focus on quantitative and qualitative methods, narrowly defined and including content from the relevant chapter(s) of Professor Scott Bennett's methods book. The chapters of his book are on the course section in Brightspace;
- Section 2 of each week will normally focus on news events that tend to be important but under-discussed, discussed late, or sometimes ignored in the legacy media, politics, government, business and even universities;
- With your valuable help, section 3 of each week will explore how some, many, or all of you could build research and even potential publication for your own competitive advantages based on themes in sections numbered 1 or 2 of the same lecture or based on any other research themes or news topics that you perceive as entirely appropriate to raise.

The descriptions of weekly classes in this document are truthful but approximations. As in past versions of PSCI 2701, there may be some flexibility between weeks in what is covered. The long table, below, describes topics to be covered in

a given class along with preparations that students should consider undertaking before that class. In the case of the class on January 7<sup>th</sup>, students may expect

- the first topic to be about the introduction to methods with the corresponding student preparation being the preface and chapter 1 in Professor Scott Bennett’s book,
- the second topic being a PPT presentation on the ease and origins of news censorship with the PPT slides being transmitted in advance of the lecture, and
- the third topic being potential research and/or publication by students for their own graduate school, career and/or business advantages with preparation in the form of broad reading of media and other sources.

<i>Date</i>	<i>Topics</i>	<i>Preparations and/or Presentations</i>
Jan. 7	<ol style="list-style-type: none"> <li>1. Introduction to methods</li> <li>2. News censorship – ease and origins</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Preface and ch. 1 on Public Affairs (chapter titles are abbreviated)</li> <li>2. PPT slides sent in preceding days (Ease of Censorship plus)</li> <li>3. Great variety of media sources, henceforth “media” (please note the many sources in the PPT’s)</li> </ol>
Jan. 14	<ol style="list-style-type: none"> <li>1. Quantitative Methods</li> <li>2. Antagonists of Democracy (China)</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chapter 2, Quantitative Approach</li> <li>2. China PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Jan. 21	<ol style="list-style-type: none"> <li>1. What’s Good vs. Actual Policy Effects</li> <li>2. Health, Health Policy and Medicine</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chapter 3, Evaluation Context for Public Affairs</li> <li>2. Health PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Jan. 28	<ol style="list-style-type: none"> <li>1. Generalizations and causation</li> <li>2. Crime, Corruption and Politics</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chapter 4, Research Problems</li> <li>2. Crime PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Feb. 4	<ol style="list-style-type: none"> <li>1. Design and measurement</li> <li>2. False Data and False Information</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 5, Research Design; Chap. 6, Estimation and Measurement</li> <li>2. False data PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Feb. 11	<ol style="list-style-type: none"> <li>1. Sample size and instrument design</li> <li>2. Communication and Deception</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 7, Collection, Measurement and Storage</li> <li>2. Comm/Deception PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Feb. 25	<ol style="list-style-type: none"> <li>1. Types of Statistical Analysis</li> <li>2. Education and Miseducation</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 8, Types of Statistical Analysis</li> <li>2. Education PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Mar. 4	<ol style="list-style-type: none"> <li>1. Popular Culture</li> <li>2. Genocides, Religiosity and Atheism</li> <li>3. Potential research/publication</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 9, Univariate</li> <li>2. Genocides PPT slides sent in preceding days</li> </ol>

<i>Date</i>	<i>Topics</i>	<i>Preparations and/or Presentations</i>
	and/or career directions arising from news and information	3. Media and other sources
Mar. 11	<ol style="list-style-type: none"> <li>1. Variables changing together</li> <li>2. Medicine, Health, and Power</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 10, Correlation, overview</li> <li>2. Medicine PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Mar. 18	<ol style="list-style-type: none"> <li>1. Regression and causation</li> <li>2. Iran and Empire</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 11, Regression, overview</li> <li>2. Iran PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Mar. 25	<ol style="list-style-type: none"> <li>1. Different ways of gauging relations between two variables</li> <li>2. Dictators and Deception</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 12, Mean Differences, overview</li> <li>2. Dictator PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Apr. 1	<ol style="list-style-type: none"> <li>1. Reporting results – where and why</li> <li>2. Organization for communication as a career strategy</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook: Chap. 13, Reporting on Results</li> <li>2. Strategies PPT slides sent in preceding days</li> <li>3. Media and other sources</li> </ol>
Apr. 8	<ol style="list-style-type: none"> <li>1. Miscellaneous issues crying out for research</li> <li>2. Strategies to benefit you</li> <li>3. Potential research/publication and/or career directions arising from news and information</li> </ol>	<ol style="list-style-type: none"> <li>1. Consult friends and think hard</li> <li>2. Brainstorm about strategies for your benefit. PPT's may be provided.</li> <li>3. Thinking about impact options for your benefit</li> </ol>

## Political Science Course Outline Appendix

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

#### Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

#### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **Academic consideration for medical or other extenuating circumstances:**

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC)

at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

#### **Academic Accommodations for Students with Disabilities:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### **INTELLECTUAL PROPERTY**



Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30<sup>th</sup>, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

**WDN:** For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

#### OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).**

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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#### PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the*

*course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

#### RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory

