INSTRUCTOR Information

Instructor: Dr. Isidore Kafui Dorpenyo
Office Location: Robinson A 407B
E-mail: idorpeny@gmu.edu
Office Hours: MR 3:00 pm-4:15pm or by appointment

COURSE Identification

Course Location: Aquia Building 213
Section: 12
Class Times: M 4:30 pm - 7:10 pm
Credit Hours: 3

COURSE Description/Overview

Electoral systems, the very foundation that hold the possibility for sustaining democratic principles, are under attack, in part because the technologies that have been adopted to enhance electoral processes have become tools for fraud and discrimination. As a result, election technologies have received much scrutiny in recent years. Specific examples include hacking of election technologies in Kenya, Ghana, Venezuela and the controversy over whether or not Russia hacked into the US’s 2016 elections. These mass controversies undercut conversations about the need to maintain electoral integrity. There is, therefore, the need to discuss how election technologies either maintain or destroy free, fair and incontrovertible elections.

Even though we will be primarily engaging with election related issues, this course will also act as a forum for students to practice research skills and reflect upon and articulate an understanding of our core learning objectives: authentic scholarly inquiry, evidence-based reasoning, and evaluating multiple perspectives in context.

Course Learning Objectives

In this course students will:

• understand scholarly inquiry as an iterative, communal and collaborative activity;
• understand the value of evidence-based reasoning, especially the importance of historical and social context.
• understand the importance of valuing and evaluating multiple perspectives in context;
• understand the need to value and maintain election integrity
• be conscious of election related issues across the globe
**Course Resources**

**Course Website(s)**
- Blackboard

**Required text**

Most course readings will be pdfs which I will post on Blackboard

**Grading Scheme**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>975-1000</td>
</tr>
<tr>
<td>A</td>
<td>930-974</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
</tr>
<tr>
<td>B+</td>
<td>875-899</td>
</tr>
<tr>
<td>B</td>
<td>830-874</td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
</tr>
<tr>
<td>C+</td>
<td>775-779</td>
</tr>
<tr>
<td>C</td>
<td>730-774</td>
</tr>
<tr>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>600 and below</td>
</tr>
</tbody>
</table>

**Grades will be based on the following:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Election update (4 posts)</td>
<td>100</td>
<td>Beginning of every month</td>
</tr>
<tr>
<td>Election reflection paper (4 posts)</td>
<td>200</td>
<td>End of every month</td>
</tr>
<tr>
<td>Journal review (group project)</td>
<td>100</td>
<td>02/26/2018</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>100</td>
<td>03/11/2018</td>
</tr>
<tr>
<td>Literature review (draft + workshop)</td>
<td>50</td>
<td>04/02/2018</td>
</tr>
<tr>
<td>Literature review final</td>
<td>100</td>
<td>Due: 04/16/2018</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Final paper (draft workshop)</td>
<td>50</td>
<td>Due: 04/23/2018</td>
</tr>
<tr>
<td>Final paper</td>
<td>200</td>
<td>Due: 05/04/2018</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Participation**

HNRS courses are inquiry-based seminars that stress discussion and the communal and collaborative nature of learning. Classes are focused, interactive and engaging with a mixture of lecture, small group activity and discussion. I expect that Honors students attend all classes, come to class having done any preparatory work, engage in class discussions and activities, complete all assignments on time, and treat the instructor and their peers with respect. Being late, unprepared, or distracted will result in a lower participation score. You have one week’s worth of “free” absences to use throughout the semester; save it for an emergency. All other absences, except those resulting from mandated government or military service, score a zero. If you are absent, it is your responsibility to find out what you missed from your peers. I will be reasonable in allowing for real illness (please do not attend class if you know you are contagious), emergencies, and job interviews.

Once during the semester, you and one of your colleagues will select an assigned chapter from the textbook and prepare to facilitate a discussion of it.

**Electronic Devices/email correspondence to me**

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

I also encourage you to use a formal tone whenever you are composing an email to me. No matter how aggrieved you are about grades or anything related to the class, your tone should be professional. To this end, any email to me that begins with the salutation “hey” will not be responded to. I expect respect, professionalism and conviviality in all our dealings.

**GMU Chapter of the Society for Technical Communication (STC)**

If you are interested in professional or technical communication or career opportunities in writing, please consider joining the GMU Chapter of the STC. STC is the world’s oldest and largest professional association for technical communicators. As a student organization, GMU STC is dedicated to helping current and future professional technical communicators—writers, editors, designers, and more—achieve their career, education, and service goals. We provide opportunities for networking with other students and area professionals interested in professional
writing, professional development workshops and training, and job and internship connections. To learn more about joining, please visit us on Facebook facebook.com/masonstc or contact the president, Rachael Lussos, at rgraham4@masonlive.gmu.edu.

Throughout the semester, the STC will be organizing programs for students. You are encouraged to attend some of these programs for extra points.

University Policies

Plagiarism/ Academic Integrity

Plagiarism means using words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. This class will include direct instruction in strategies for handling sources as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below. To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers must

• put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, movie, etc.

• completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information

• give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)

• give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source. Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay. While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise. If student writers ever have questions about a citation practice, they should ask their instructor! Instructors in the Composition Program support the Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

Office for Academic Integrity: oai.gmu.edu (703) 993-6209
The mission of the Office for Academic Integrity (OAI) is to promote and support academic integrity throughout the university community by educating its members, fostering an environment where students can be recognized for high levels of integrity, creating opportunities for leadership and personal growth, and upholding the university honor code through a student-based honor committee.

Office of the University Registrar: registrar.gmu.edu (703) 993-2441

Contact the registrar for information about student records and transcripts; registration, including adding or dropping the course; the Schedule of Classes or University Catalog; academic policies and degrees; student eligibility for NCAA athletic participation; Veteran’s educational benefits; and tuition status.

For more information, contact the Office of Research Integrity and Assurance at irb@gmu.edu

Disability Services:

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.

Diversity Statement:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.
Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides a wide range of services to faculty, staff and students. Services are provided by a staff of professional counseling and clinical psychologists and professional counselors. The Center provides individual counseling, group counseling, workshops and outreach programs -- experiences to enhance a student's academic performance. To make an appointment, visit the CAPS website at http://counseling.gmu.edu/, or go to their office in Student Union I, Room 364.
Full Semester Weekly Schedule Outline

I reserve the right to change this outline to meet the needs of the class

Week 1, January 22: Introductions/ Election Integrity


Universal Declaration of Human Rights

Week 2, January 29: Why is election Integrity necessary?


http://www.ifes.org/issues/electoral-integrity

Week 3, February 5: Subverting Electoral Integrity


Week 4, February 12: Electoral Issues in Selected African Countries


**Week 5, February 19:** Private meeting with instructor to discuss topic ideas for your research paper

**Week 6, February 26: Election integrity and foreign influence/Annotated bibliography**


**Journal Review Due**

**Week 7, March 5: Election Technology /Guest speaker**


http://www.ifes.org/issues/election-technology

http://www.ifes.org/multimedia/dialogues-democracy-role-technology-elections-peter-erben


http://aceproject.org/ace-en/topics/et/onePage

**Week 8, March 12: Spring Break**

**Week 9: March 19: Technology and Elections**


Annotated bibliography due

Week 10: March 26: Library visit


Week 11, April 2: Electoral disputes/Literature review draft workshop


Bring Draft of Literature Review to class

Week 12, April 9: Election integrity affects behavior and security


Week 13, April 16: Conferences with Isidore to discuss final paper

Week 14, April 23: Rough draft workshop of final paper

Week 15, April 30: Informal presentation of final paper

http://securingdemocracy.gmfus.org/