Winthrop University  
Department of Political Science  
PLSC 490.001 – Senior Capstone  (#21010)  
Drs. Stephen Smith and Timothy Boylan  
Spring, 2015  (3 credit hours)  
Bancroft 371 -- Tuesdays and Thursdays, 12:30-1:45

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TR: 4:50-5:20  
TR: 7:50-8:20  
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Course Description and Goals

This course is designed to provide all Political Science degree-seeking students with a team-taught, culminating capstone experience. We will collectively discuss a diverse set of readings that provide a comprehensive overview of the major theories and methods in each of the subfields in the discipline: American Politics, Political Theory, Comparative Politics, International Politics, Public Law, Public Policy, and Public Administration. PLSC 350, a total of 21 hours of political science course credit, and senior status are prerequisites for this course.

There are two main goals for the course. The first is to provide an overview of the theories and methods of the discipline. The second is to provide a capstone experience through the writing of a lengthy research paper. Therefore, students will, in consultation with their professors, select, design, and write an original research paper to be presented to the class at the end of the semester.

This course meets the University’s **Intensive Writing** requirement. It also contributes to the mastery of the following **university-level competencies** (ULCs):

2. **Winthrop graduates are personally and socially responsible.**
   Winthrop graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

4. **Winthrop University graduates communicate effectively.**
   Winthrop graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.
This course participates in the Global Learning Initiative, especially in its discussions of Comparative Politics and International Relations.

Student Learning Outcomes

At the end of this class, students will be able to: (1) effectively demonstrate an understanding of the diverse theories and methods employed in the discipline of Political Science; (2) prepare a professional, original, research paper in the field of political science that may be used in one or more of the following capacities: as a graduate school or employment writing sample; to deliver at a state, regional, national, or international Political Science conference; to complete an Honors Thesis requirement; to demonstrate proficiency in the design, implementation, and writing of an original political science research project.

Course Requirements and Guidelines

It is our sincere hope that each student will do well in the course. For this to happen, students must live up to the responsibilities and requirements outlined in this syllabus. Each student will be expected to:

1. **Complete the readings** prior to the class in which the material will be discussed.
2. **Attend class, participate in classroom activities, and take notes.** Regular attendance is expected and required. Excessive absences will lower your grade in two ways: (1) the loss of notes from lecture and discussion; (2) the loss of participation opportunities. Participation — which requires your presence — will raise or lower grades on the border line. Please contact the instructors if prolonged illness or other problems cause you to miss class for an extended period. In addition, every student must be in class on time. Arriving late or leaving early disrupts the class and is unacceptable.
3. **Show sensitivity and respect** for your colleagues and the professors. Our classroom is a place for lively exchange of ideas and discussion. All students, however, will treat their peers with courtesy, even if they disagree. Next, displaying good manners also includes turning off and storing all mobile phones and other personal electronic devices before the start of class. Students may record lectures and class discussions, and may take notes on laptop computers or tablets. Similarly, use of a laptop or tablet to reference JSTOR and other online articles during class discussions is encouraged. However, use of a personal electronic device, unless it is an accommodation required for a disability, is a privilege that we will revoke if we learn that students are engaged in activities that are irrelevant to the course and disruptive to other students. This includes checking email and using social media sites. Lastly, note that any unauthorized use of personal electronic devices — including but not limited to cell phones — during examinations will be taken as *prima facie* evidence of academic misconduct. We will immediately confiscate the exam of any student caught using such devices. The student will not be permitted to complete the test and the incident will be reported to University authorities. For more details, please see the [College of Arts and Science Policy for Appropriate Use of Hand-held and Wireless Technology](#).
4. **Hand in assignments on the date they are due; take examinations on the date they are scheduled.** Students must take exams on the days they are assigned. Written assignments and take-home examinations are due *at or before the start of class* on the specified due date. A student may take a make-up examination or submit an assignment late in case of emergency. In such circumstances, the student must call or email one of the instructors on the due date of the exam or assignment and be prepared to provide documentation of the emergency. The instructors will determine whether a make-up exam will be administered, and/or the degree of penalty (if any) that will be assessed on late assignment.

5. **Upload all writing assignments to [TurnItIn.com](https://www.turnitin.com)**

6. **Make suggestions** on how the course could be improved.

7. **Abide by the Winthrop University [Code of Conduct](https://www.winthrop.edu/student-life/academic-affairs/academic-honor-code)**.

**Required Readings**

Reading assignments will be available via Blackboard, the Internet, or placed on reserve at Dacus Library.

**Student Learning Activities, Evaluation, and Grading System**

Students will participate in the following learning activities and will be evaluated and graded based on the criteria described below:

1. **Essay Examination (20%)**: This course is divided into two sections. The first focuses on the subfields of and epistemological approaches to Political Science. Students’ understanding of these topics will be measured via the midterm exam. The second section turns to writing the capstone paper. Students will be evaluated based upon their final manuscript.

2. **Attendance, Readings, and Class Participation (20%)**: Attendance and participation are important aspects of your grade and *students must keep up with the required readings*. This course is designed to be a participatory seminar in which both faculty and students partake in generating knowledge. As a result, students are required to read and think about all assigned materials before class, and to come to class ready to engage the material. To this end, the instructors reserve the right to give quizzes and/or writing response exercises to evaluate your competent fulfillment of these obligations. Any such evaluation will be part of your participation grade. The instructors will look favorably upon participation in discussion boards and wikis on Blackboard. Moreover, feel free to come to us with any questions, comments, or concerns that you may have as the class progresses.

During the Writers’ Workshop portions of the class, students will be expected to present or discuss the progress they are making on their papers. All students should come prepared to discuss the relevant portion of their papers during each class period.
3. **Research Paper (50%)**: The central work product students will generate in this course is a lengthy research paper (25-30 pages) in which students will choose a topic and, using one of the epistemological approaches covered in this course, generate new knowledge about the topic. Each student’s grade on the assignment will be determined on the quality of her/his final research paper. However, to ensure that each student writes a paper that reflects her/his best work, the assignment is broken down into several *required* components. While these components are not individually graded, we will penalize the final paper grade if a student does not complete and submit each component on the designated due date. **For more details, see Appendix 1.**

Finally, consistent with University Level Competency #2, Personal and Social Responsibility, all students engaging in research on human subjects will undergo CITI training, and apply for approval by the Winthrop University Institutional Review Board, even if their projects are exempt under 45CFR46. The applications must be complete and include all necessary signatures.

4. **Presentation (10%)**: In lieu of a final examination, each student will present her/his paper to the professors and the entire class during the final examination period. Students may present the paper using PowerPoint, Prezi, posters or other means. Each presentation should be **no more than 15 minutes long**.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Designates work of superior quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Designates work of superior quality</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
</tbody>
</table>

Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized and thought-provoking, and free of grammatical or mechanical errors.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Designates work of high quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
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</tbody>
</table>

Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Performance on exams is very strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Designates work that minimally meets the course requirements</th>
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</thead>
<tbody>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
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</tbody>
</table>

Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.
D  67-69 = D+  Reflects minimal clarity and comprehension
    62-66 = D  Class participation is minimal, never voluntary, and reveals that you have
    60-61 = D- either have not read the assigned materials or did not understand the
            readings. Performance on exams demonstrates minimal mastery of facts and
            concepts. Written work is confusing, contradictory, repetitive, and/or not
            supported by either your own ideas or your sources. Writing is marred by
            errors.

F  0-59 = F  Unsatisfactory performance along most (or all) measures.

Opting for a “N” Grade

This semester, the deadline to withdraw from a course with an automatic grade of “N” is
Wednesday, March 11. Students may not withdraw from the course after this date without
documented extenuating circumstances. Appeals will need to be made with the Registrar.

Note: Both instructors are equally involved in course development, instruction, and student
evaluation. The instructors will grade each assignment independently and then discuss each
student’s assigned grade. While each student may work more closely with one of the instructors
on his/her research paper, both instructors will read each component and provide feedback to
the student. Consequently, you must submit two copies of all drafts, papers, and hard copies,
one for each instructor.

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Week</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics Paper</td>
<td>7</td>
<td>(Thursday, February 26)</td>
</tr>
<tr>
<td>CITI Training</td>
<td>8</td>
<td>(Thursday, March 5)</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>9</td>
<td>(Thursday, March 12)</td>
</tr>
<tr>
<td>Draft #1 (10-15 pages)</td>
<td>11</td>
<td>(Thursday, March 26)</td>
</tr>
<tr>
<td>Draft #2 (15-20 pages)</td>
<td>13</td>
<td>(Thursday, April 9)</td>
</tr>
<tr>
<td>Final Paper (25-30 pages)</td>
<td>15</td>
<td>(Thursday, April 23)</td>
</tr>
<tr>
<td>Paper Presentation</td>
<td>Exam</td>
<td>(Thursday, April 30, 11:30 a.m.)</td>
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</tbody>
</table>

Syllabus Change Policy and Course Calendar

Note: The syllabus and/or course calendar will be adjusted to accommodate events that provide
significant learning opportunities for students, weather conditions, etc. Additionally, a more
detailed syllabus and/or course calendar may be issued at the instructors’ discretion.
## Tentative Schedule of Assignments

### Part I: What is Political Science? The Discipline, Its Subfields, and Epistemological Approaches

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, Jan 13</td>
<td>Introduction and Overview Writing Big Papers: Topics, Strategies, and Sources</td>
<td>The History of the Discipline</td>
<td>Gunnell; Kristof; Lepore</td>
</tr>
<tr>
<td></td>
<td>Thursday, Jan 15</td>
<td>The History of the Discipline</td>
<td>Gunnell; Kristof; Lepore</td>
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</tr>
<tr>
<td>2</td>
<td>Tuesday, Jan 20</td>
<td>Understanding Ontology and Epistemology</td>
<td>Marsh and Stoker, Intro and Ch. 1 (Blackboard), Nicolaus (Blackboard)</td>
<td>Fraser and Gordon; IEoPS Overview</td>
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<tr>
<td></td>
<td>Thursday, Jan 22</td>
<td>Political Theory: The Foundational Subfield</td>
<td>Fraser and Gordon; IEoPS Overview</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, Jan 27</td>
<td>American Politics and Public Policy</td>
<td>Dahl; Bachrach and Baratz; Lindblom</td>
<td>Lindblom; Black (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Thursday, Jan 29</td>
<td>Public Law and Public Administration</td>
<td>Lindblom; Black (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tuesday, Feb 3</td>
<td>Behavioralism and the Behavioral Revolution in PLSC</td>
<td>Marsh and Stoker, Ch. 2 (Blackboard); Schram; Bennett</td>
<td>Bunce; IEoPS Overview</td>
</tr>
<tr>
<td></td>
<td>Tuesday, Feb 5</td>
<td>Comparative Politics</td>
<td>Bunce; IEoPS Overview</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, Feb 10</td>
<td>International Relations</td>
<td>Frank; IEoPS Overview; Singer</td>
<td>Marxism, Structure and Agency</td>
</tr>
<tr>
<td></td>
<td>Thursday, Feb 12</td>
<td>Marxism, Structure and Agency</td>
<td>IEoPS Overview; Manley</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tuesday, Feb 17</td>
<td>Feminism, Critical Race Theory, and Intersectionality</td>
<td>IEoPS Overview; Crenshaw (Blackboard)</td>
<td>Rational Choice and Game Theory</td>
</tr>
<tr>
<td></td>
<td>Thursday, Feb 19</td>
<td>Rational Choice and Game Theory</td>
<td>IEoPS Overview; Eisentstein (Blackboard)</td>
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<td></td>
<td></td>
<td>Institutionalism</td>
<td>Weaver and Rockman (Blackboard)</td>
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</tr>
<tr>
<td>7</td>
<td>Tuesday, Feb 24</td>
<td>In-Class Writing Workshop: Understanding APSA Style, Organizing the Literature Review, Linking Your Research Question to Your Methodology</td>
<td>Style Manual for Political Science; Winthrop Writing Center, “Evaluating Internet Sources”</td>
<td></td>
</tr>
</tbody>
</table>
Thursday, February 26  
Quantitative and Qualitative Methods  
**Read:** IEoPS Overview; Bennett et al.  
**Topic and Supporting Materials Paper Due**

**Part II: Writing, Editing, Polishing, and Completing the Research Paper**

**Week 8**  
Tuesday, March 3  
In-Class Writing Workshop: Developing Your Research Question, Honing Your Methodology, Identifying and Collecting Data, Combining Qualitative and Quantitative Methods: Part I  
**Re-Read:** IEoPS Overview

Thursday, March 5  
**Complete CITI Training**

Note: Wednesday, March 11 is the deadline for dropping the course and receiving an N.

**Week 9**  
Tuesday, March 10  
Midterm Review

Thursday, March 12  
Midterm Exam

**Week 10**  
Spring Break  
No Classes

**Week 11**  
Tuesday, March 24  
**In-Class Writing Workshop:** In-Class Writing Workshop: Developing Your Research Question, Honing Your Methodology, Identifying and Collecting Data, Combining Qualitative and Quantitative Methods: Part II

Thursday, March 26  
First Draft Due At Start of Class  
**In-class Writing Workshop:** Peer Evaluations, Instructor Conferences

**Week 12**  
Tuesday March 31  
**In-class Writing Workshop:** Peer Evaluations, Instructor Conferences

Thursday, April 2  
**In-Class Writing Workshop:** Compiling Your Evidence, Making an Argument, Writing Up Your Data Analysis, Finding Your Conclusion, Part I

**Week 13**  
Tuesday, April 7  
**In-Class Writing Workshop:** Compiling Your Evidence, Making an Argument, Writing Up Your Data Analysis, Finding Your Conclusion, Part II

Thursday April 9  
Second Draft Due at Start of Class:  
**In-class Writing Workshop:**  
Peer Evaluations, Instructor Conferences

**Week 14**  
Tuesday April 14  
**In-Class Writing Workshop:**  
Peer Evaluations, Instructor Conferences
Thursday, April 16  
**In-Class Writing Workshop:** Writing Competently/ Paper Formats, Discuss all final remaining problems and questions

Week 15  
Tuesday, April 21  
PLSC Knowledge Assessment Instrument  
Senior Exit Survey  
Class Evaluation  

Thursday, April 23  
Third and Final Draft Due

Week 16  
Tuesday, April 28  
Study Day—no classes  

Thursday, April 30  
Final Presentation, 11:30 am.

**Institutional Support Services**

**Academic Success Center (ASC)**

Winthrop’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students become effective and efficient learners. The services available to students are as follows: peer tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located in University College on the first floor of Dinkins Hall, Suite 106. Please contact the ASC at (803) 323-3929 or success@winthrop.edu.

**Dacus Library**

Not everything can be found online. Dacus Library is the primary on-campus provider of scholarly information in all forms from print to electronic. To fulfill its mission, the library provides information quickly, efficiently, and in sufficient depth to promote excellence in all academic programs offered by the university. Additionally, the library maintains depository status for federal and state publications. For information on library hours call (803) 323-2362.

**The Office of Nationally Competitive Awards (ONCA)**

ONCA identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222A. Please fill out an online information form at the bottom of the ONCA webpage and email onca@winthrop.edu for more information.
The Writing Center

Students who wish to improve their writing skills should seek assistance from the Writing Center, located at 242 Bancroft. Tutors works with students on an individual basis in all phases of the writing process and on academic and writing projects in any discipline. Call (803) 323-2138 for information regarding hours of operation and services.

The Office of Disability Services

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, then contact the Office of Disability Services at (803) 323-3290. Once you have your official notice of accommodations from ODS, please inform me as early as possible in the semester.

The Office of Victims Assistance

The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803) 323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803) 329-2800.

Academic Honesty and Integrity

The Student Conduct Code notes, “A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for an acknowledgement of the research and ideas of others. Misrepresentation of someone else’s work as one’s own is a most serious offense in any academic setting.” Winthrop University is no exception. In short, academic integrity is very important and misconduct, in any form, will not be condoned. If you have any questions regarding academic honesty and student conduct, please review Section V of the Student Conduct Code.

Political Science Department Statement on Plagiarism and Academic Misconduct

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com.

Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the Political Science department. Plagiarism includes, but is not limited to:
• Using the words or ideas of others as one’s own;
• Reproducing, in whole or in part, principal ideas from a fellow student’s work;
• Granting a fellow student permission to copy one’s paper, or to reproduce some or all of its principal ideas;
• Quoting or paraphrasing material from sources without any citation;
• Quoting or paraphrasing material without sufficient and/or proper citation;
• Omitting some or all sources used in a paper; and
• Submitting a paper written for one course – whether in Political Science or another discipline – to meet a course requirement in a second course, without the express permission of all instructors involved. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor.

When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the Student Handbook. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

• Failing the assignment;
• Requiring a student to repeat an assignment for reduced credit;
• Requiring a student to repeat an assignment for no credit; or
• Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

**Human Subjects Research and IRB Approval:** Consistent with University Level Competency #2, Personal and Social Responsibility, all students engaging in research on human subjects will undergo CITI training, and apply for approval by the Winthrop University Institutional Review Board, even if their projects are exempt under 45CFR46. The applications must be complete and include all necessary signatures.

Any student seeking IRB approval may not begin to collect data for her/his research until s/he has received IRB approval or been informed that the research is exempt. Collecting data prior to receiving IRB approval is grounds for an academic misconduct charge.

*All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student’s academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student’s diploma.*

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.
Appendix A: Research Paper Requirements

The central component of this course is a lengthy research paper, in which students will generate new knowledge on a topic of political science. We recognize that this undertaking is new to most students, and may be intimidating. Consequently, we have broken down the research paper into five components. Only the last component, the final research paper, will be graded. To ensure that students can produce the best possible paper, however, the other components are required, even though are ungraded. As a result, each student’s final assignment will be penalized if she or he fails to complete any or all of the first four elements, or turns them in late.

The ungraded components are: 1) The Topic and Supporting Materials Paper; 2) Instructor’s Conferences; and 3) Peer Review of rough draft nos. 1 and 2. We expect students to put in an honest effort on these assignments. The better your work on these ungraded components, the higher the quality of the feedback we can provide you, and the better your final paper will be. If we are not satisfied with the quality of these required, ungraded components, we may require you to redo an assignment and/or penalize the grade on the Research Paper.

1) The Topic and Supporting Materials Paper (500-word minimum)

With this assignment, each student will describe her or his topic, articulate a specific central research question and thesis, explain the methodological approached used to pursue the research question, and discuss data sources (quantitative and/or qualitative). Students will also submit an annotated bibliography.

In the annotated bibliography, each student must list and describe at least eight sources that she or he has consulted and will use in the paper. Each entry should be 2-5 sentences long. The annotated bibliography must include at least two relevant scholarly books, at least three scholarly articles, and no more than two contemporary news articles.

Note that the following sources are inappropriate for this and all writing assignments: Wikipedia, About.com, Infoplease.com, Spark Notes or other online sources not vetted by an editor or peer reviewed (blogs, personal websites, and the like are examples); encyclopedias; textbooks.

2) Instructor’s Conferences

We expect students to meet with both instructors to receive suggestions on how to improve their work. The conference will be held during two in-class workshops scheduled for March 26 and 31. The conference will help the student design and complete the paper. Subsequent conferences can be scheduled on an as needed basis. Professors and students may request additional consultations if they so choose. While their peers are conferencing, each student must continue working on identifying sources, reading, collecting and analyzing data, and drafting their paper. At the end of each session, students will submit a “What Did You Do For Your Paper Today?” report as part of your class participation grade.
3) Peer Reviews

We expect students to participate fully in the peer-review component of this assignment. Students will bring the assigned portions of their papers to class for distribution to a small group of classmates, who will critique their work. **Students must provide substantive criticism of their colleagues’ papers and will complete a written peer review form to turn in to us and share with their partners.**

4) Draft No. 1 (10-15 pages)

Students are required to complete the paper in stages. The components and lengths of these drafts are listed above. These drafts will adhere to all of the requirements of the research paper, and the instructors and peers will provide specific comments on the content of the paper and make suggestions for improvement. **Students will bring each required draft to the class with them, as well as to submit each draft to TurnItIn.com before the start of class. Each day a draft is late, the paper loses 10% of the grade.** Students are expected take these comments seriously and to incorporate them into subsequent drafts.

5) Draft No. 2 (15-20 pages)

This draft will adhere to all of the requirements of the research paper and will be a *minimum of 15 pages long*. The instructors will provide specific comments on the content and suggestions for improvement. Students are expected to take these comments seriously and to substantially revise the draft for the final paper. **Students will bring each required draft to the class with them, as well as to submit each draft to TurnItIn.com before the start of class. Each day a draft is late, the paper loses 10% of the grade.**

6) The Final Research Paper

This paper will be **25-30 pages** in length and include a minimum of 20 outside sources *other than* the data used in the paper. Students will use **APSA style**. The paper must focus on a topic germane to political science, and include the following elements:

- Introduction, research question, and thesis
- Literature review
- Justification of importance of research question
- Description of methodology and data sources (quantitative and/or qualitative)
- Presentation of findings
- Interpretation
- Conclusion
Research Paper Grading Information

The paper will account for 50 percent of the course grade. The grade is based on the quality of the final product. However, those students who failed to complete all components of the assignment will see their final paper grades penalized. The penalties for missed components are as follows:

- Topic and Supporting Materials Paper: 10%
- Rough drafts: 10% (each)
- Instructors’ conferences: 5% (each)
- Peer review: 5% (each)
- Final paper: 15%

Students with a documented emergency that results in missing a component’s deadline will not be penalized.

Students will bring each required draft to the class with them, as well as to submit each draft to TurnItIn.com before the start of class. Each day a draft is late, the paper loses 10% of the grade.