

**INDEPENDENT STUDY
HANDBOOK**

**Department of
Political Science**

The College of Wooster

2013-2014

PREFACE

This handbook is designed to guide and support you in your Independent Study (I.S.) work in Political Science, especially in the accomplishment of your Senior I.S. Thesis. Using it will certainly not spare you the labors and anxieties of independent research and writing. But it will, we believe, give you a sense of what the College requirements are, what the department requirements are, what your advisors will expect of you and what you can expect of them, and how your work will be evaluated. It also provides helpful references for the mechanics of writing, from citation styles to formatting.

You are expected to read this handbook carefully, and you will be held responsible for the requirements, deadlines and specifications it establishes. But when it seems to leave unanswered questions of procedure, schedule or form, be sure to ask your advisor for needed clarification.

Many Wooster graduates tell us that Senior I.S., which seemed so amazing from the other side, was the capstone of their college life. This challenging experience will help you to refine valuable skills that apply to your course work at the College, career development, graduate study, and life journeys.

SECTION I: LEARNING GOALS OF THE DEPARTMENT OF POLITICAL SCIENCE

1. Students should be able to identify and apply concepts and theoretical approaches that pertain to a relevant political science research question or puzzle in the student's field of study.
2. Students should be able to use appropriate methods to critically examine relevant texts or phenomena, or to test hypotheses informed by theoretical arguments or propositions.
3. Students should be able to use sound reasoning and marshal evidence in a rigorous manner to make critical arguments and derive related implications.

SECTION II: APPLICATION OF COLLEGE POLICIES TO INDEPENDENT STUDY IN POLITICAL SCIENCE

For the guidance of its majors, the Political Science Department reproduces here certain passages from the College's Independent Study guidelines and spells out the application of some of those general policies by the Department. Departmental applications are set off by brackets.

A. General Policies (Section C. of the College Handbook for Independent Study)

1. All candidates for the B.A. degree at the College of Wooster are required to complete one course of Independent Study plus a two-course I.S. Thesis...and may register for up to two additional courses of Independent Study.
2. ...[Political Science majors with a concentration in Political Theory are expected to take a tutorial on Research in Political Theory (PSCI 330). Students concentrating in Government and Politics in the United States, International Relations or Comparative Politics take Research Methods and Design (PSCI 350). All Political Science majors then proceed to do Senior I.S. (451-452) in Political Science.]
3. [The Political Science Department requires successful completion of either PSCI 330 (Research in Political Theory) or PSCI 350 (Research Methods and Design) as a prerequisite to Senior Independent Study Thesis.]
4. The student will be expected to register for I.S. Thesis during the fall and spring semesters of the senior year. Exceptions to this regulation will be rare and must be approved in writing by the Dean of Faculty prior to registration. The maximum load permitted while enrolled in I.S. 451 or 452 will be 4 1/4 courses.
5. As part of the I.S. Thesis requirement, all students will be expected to present a successful defense of the thesis.... The defense must be completed by the deadline specified by the department. The defense of the thesis will involve an oral and/or written examination which will cover the thesis itself as well as the relation of the thesis to the broader questions of the discipline. [In Political Science, defense of the thesis will take the form of an oral examination normally scheduled during the 12th to 14th weeks of the spring semester.]
6. The I.S. Thesis will be graded No Credit, Satisfactory, Good, or Honors. The final grade will be decided on the basis of the work accomplished during each of the semesters, on the basis of the completed thesis and on the basis of the defense of the thesis. Each thesis will be evaluated by at least two people, and the two will jointly assign the grade. [In Political Science, as soon as the I.S. thesis advisor is assigned, he/she will be designated as the First Reader, and a second member of the department will be designated as the Second Reader. It is intended that the First Reader be the advisor of the student's I.S. Thesis research and writing. The thesis will be evaluated by the First and

Second Readers, and then their collective evaluation will be reviewed by the entire department. The final judgment will be made according to your readers' (and the department's) professional judgment as to what constitutes the various quality levels in a senior thesis in political science. (See Section II.E. below)] Students who are completing double-major programs across two departments will have only one professor in Political Science assigned to advise their project.

7. In evaluating the Independent Study Thesis, the faculty member should consider the three elements of Independent Study...and the manner in which these are combined in the realization of the project:

- **Content:** The choice of the I.S. Thesis topic should reflect a considered judgment as to the significance and manageability of the subject, and the completed project should represent a serious and systematic attempt to deal with it by having used effectively the available resources. An awareness of what has and has not been accomplished should be part of the presentation of the project.
- **Method:** The methods chosen should be stated and followed. The choices involved in the design should be made clear, and an appreciation of its uses and limits should be one of the results of the project.
- **Form:** Form is an essential element of clear expression. The project should reflect explicit attention to the requirements of form for a given discipline, field, or mode of expression.

B. Thesis Deadlines

1. Two bound copies of the Senior Independent Study Thesis are due in the Registrar's office by 4:00 p.m., on the first day of classes following Spring Recess or four weeks prior to the end of classes, whichever date is sooner. The Registrar has also established guidelines for the submission of an electronic copy of the I.S. for archiving. You will be notified of submission requirements directly by the Registrar.

2. Any delay in turning in a thesis beyond the deadlines specified above automatically establishes the grade of I for the thesis. The conditions for changing the I to a passing grade will be established by the Dean of Faculty after consultation with the student's advisor. The I automatically becomes NC two weeks after the deadline for the submission of the thesis unless prior approval for an extension of the I has been given by the Dean. No thesis turned in after the deadline will receive a grade of Honors without the unanimous vote of the department and the approval of the Dean.

3. Departments and advisors may impose deadlines for the purpose of commenting and advising while the work is in progress. [For the purpose of ensuring that the students' drafts receive a thorough reading and are returned within a matter of days, Political Science advisors will make clear to their advisees a schedule of such deadlines.] The

student may not expect editorial comment, guidance, and advice on drafts of the thesis...submitted after the eighth week of the semester in which the student enrolled in PSC 452.

C. Evaluation

1. Independent Study projects should be graded as follows:

- Honors: Outstanding in terms of content, method, and form.
- Good: Significantly above average in terms of content, method, and form.
- Satisfactory: Acceptable overall in terms of content, method, and form, though consideration may be given to balancing weakness in one area by strength in another.
- No Credit: Seriously deficient in content, method, or form with no compensating strengths in other areas.

2. The advisor or the second principal evaluator of the thesis will submit a written evaluation of the work to the student. A copy of this evaluation will be filed with the chairperson of the department or interdepartmental program. [In Political Science, the Second Reader will provide to the student and to the First Reader a written critique of the thesis at least one day before the oral examination.]

The written evaluation of the project should address specifically the elements of content, method, and form and the manner in which these have been combined in the realization of the project.

3. A graduating senior will receive departmental honors by attaining all of the following:

- a. A cumulative grade point average of 3.500 or better for all courses completed in the major department.
- b. A cumulative average of 3.200 or better for all courses completed at the College.
- c. Honors for the Independent Study Thesis or the unanimous vote of the department that the student's overall performance in the major is of the quality to merit departmental honors.

D. The Advisor

1. Assignment of Independent Study advisors is the responsibility of the department chairperson, after consultation with the student and appropriate faculty and consideration of the topic the student wishes to investigate. [A student majoring in Political Science is expected to explore with members of the department ideas he/she has about possible I.S. topics. Assignment of an advisor will be made according to: (a) the student's preferences and understandings reached between the student and a member of the department, (b) the staff person's I.S. advising and teaching load, and (c) the staff person's sense of his/her own competence to advise a student in the proposed topic area.]

2. The responsibilities of the advisor are as follows:

- a. To encourage the student to attempt an inquiry or project of appropriate rigor within the limitations of the student's potential, the time available, and the College's and the student's access to resources (library, ..., computer, field work facilities, etc.);
- b. To advise the student toward the successful completion of the chosen project, meeting the general College specifications as interpreted by the department;

To assist with the editing of the thesis according to the following guidelines:

1. On all drafts of the thesis, including the final draft if received by the deadlines specified above, the advisor is responsible for indicating to the student typical errors of logic, style, mechanics, etc. which may occur. He or she is not required to edit and proofread these drafts paragraph by paragraph and sentence by sentence. The editing of any draft by the advisor does not imply the ultimate acceptability of the thesis.
2. After the completed I.S. Thesis is submitted and evaluated, the advisor is responsible for indicating to the student any specific typographical and mechanical errors that must be corrected before the document is filed with the department.
3. [Many students misunderstand the term "rough draft." As the guidelines above indicate, your advisor is not a proofreader, and it is not part of the advisor's job to struggle through improperly prepared drafts. In Political Science, the "rough drafts" that you submit to your First Reader must be carefully proofread, revised, word-processed drafts with complete and accurate source citations].

SECTION III: OTHER DEPARTMENTAL SPECIFICATIONS

A. Choosing a Topic

You are responsible for selecting the subject of the inquiry for your Independent Study Thesis. The most promising way to undertake a search for a topic is to start with ideas growing out of previous course work for which staff and research resources are clearly available. No matter how the ultimate topic is chosen, it must be one that can be supported by existing staff, library, and other research resources available at the College or accessible without burden on the College. You are encouraged to think freely and imaginatively in conceiving and proposing senior thesis projects, but you are cautioned against undertaking projects that do not stem from your preparation. A carefully drawn thesis proposal, formulated in the early weeks of the first semester of I.S., is critical to the timely and satisfactory resolution of the potential resource problems alluded to above.

B. Thesis Organization

The department's expectations as to content, method, and form closely parallel those of the College (as outlined in *The Handbook* and summarized above). To be more specific, the organization of the I.S. thesis must be designed to present clearly the purpose of your project, the central question(s) which you are asking or hypotheses which you are testing, the theoretical and empirical literature which you have examined, the theoretical assumptions which you are making, the methodology or approach to the topic which you have adopted, your findings, and your conclusions. *There is no single model of organizational structure that is appropriate to all possible I.S. topics within the discipline of Political Science.* The following model, which is designed for a project examining empirical data, is one illustration of the kind of organization that can be used to construct a coherent, cohesive thesis. Note that this is a model of thesis organization, not a research guide. Also note that the organization of your own thesis, reflecting the type of research you undertake, might differ. *You should consult your advisor and the relevant Political Science literature to determine the proper model of organization for your project.*

Chapter 1. Introduction/Purpose (integrating theme):

- a. Context: Out of what historical situation, institutional framework, or political events does my topic grow? Why is it an important topic to study?
- b. Hypotheses: What are the specific question(s) that I will ask in order to test my theory?
- c. Outline: Overview of coming chapters.

Chapter 2. Theory

What are the dominant theories or models related to my topic? Based on these theories, what implications can be drawn for my hypotheses? What empirical questions, methods and approaches are suggested by these theories? What weaknesses, conflicts or omissions do present theories have? Can I develop a better alternative theory? Remember to be critical in your review and analysis of existing theoretical frameworks.

Chapter 3. Empirical Literature Review

Drawing on theory foundations, what have other scholars found in their studies? What are the existing empirical findings on which my theory and my specific hypotheses are built? Which theories, if any, does the existing evidence support? What is good and bad about existing empirical studies? You should again critically evaluate the literature as to method, scope, assumptions, variables, etc. Do not simply describe other studies; clearly explain what still needs to be done (or done better) that you will attempt to accomplish in your I.S.

Chapter 4. Research Design and Methodology

What is the primary research question for this study? What are the major variables in the research design? How are the variables to be operationalized, or defined and measured, for this study? What are the empirical requirements? In other words, what will I examine in order to gather data to test my hypotheses? And, what will I do with these data? In sum, explain your method of analysis and how results will test the hypothesis. Most research designs are best illustrated through the presentation of an arrow diagram of expected causal relations.

Chapter 5. Data/Case Studies

Here you should display and analyze your empirical results and perform appropriate statistical tests. How are my findings related to my hypotheses? Also, you should discuss the meaning, strengths, and weaknesses of your findings, and relate your findings to those of earlier studies. Relevant computer output should be included in an Appendix.

Chapter 6. Conclusions

Given this study, are the hypotheses rejected or not? Is there a clear answer to the research question? Also, what do these conclusions tell me about my theory? How generalizable are my findings? (What are the limitations?) Are there any policy implications? What are some suggestions for future research in this area? Note: no new evidence beyond the scope of the research should be introduced in the final chapter.

C. Research Design

The type of thesis organization described above does not magically emerge during the course of your research. You must formulate this organizational structure, and it is essential that you begin this organizational task as soon as possible. It is for this reason that the department requires you to formulate a research design by the fifth week of the first semester of senior I.S. Simply stated, your research design is a statement of what you plan to accomplish and of how you plan to do it. Of course, if your I.S. research is typical of most research, you will revise or amend your research design as your research progresses, and you cannot be expected to anticipate every step you will eventually take in the course of your project. However, the early articulation of a clear, coherent research design is the single most important step that you can take to avoid fundamental problems in the formulation and execution of your project.

Just as there is no single model of thesis organization that is appropriate to all possible Political Science I.S. projects, there is no single model of a good research design. Yet, an adequate research design should provide answers to the following basic questions (note that your advisors are likely to raise these questions if they are not addressed in the first draft of your research design).

1. What are the hypotheses that I will test? Or, what are the central questions that I intend to answer through my research? All hypotheses or questions rest on certain assumptions—what are the most significant theoretical assumptions I am making? Can such assumptions be defended in light of the theoretical literature relevant to my topic? What theoretical literature have I consulted/will I consult?
2. What are the different methodological tools or alternative approaches that might be utilized in the study of my topic? What methods/approaches have others used? What are the advantages and limits of each? What method or approach will be most fruitful for my research?
3. What data sources will I use? Where will I find the information that is necessary in order to test my hypotheses or answer my questions? What data are presented in existing studies? Are there other sources of data or information that I can use in order to test the findings and conclusions of existing studies?

A research design is not simply a list of answers to these questions, but rather a unified statement concerning your hypotheses, your method/approach, and the data sources you will use. Be sure to consult your First Reader about the organization of your research design. Once the research design is completed, you will present the design to your First and Second readers in a joint meeting among all three participants. This meeting must be held between the fifth and eighth weeks of the semester. In addition, later in the first semester students will present their thesis plan in a departmental poster session format.

D. First Semester Deadlines and Requirements

The serious mistake most often made in Senior Independent Study is insufficient work in the first semester. For that reason, the Department has adopted the following requirements for PSCI 451:

1. Preparation of a 2 page, typed copy of your research design, and a meeting with your First and Second Reader between the fifth and eighth weeks of the first semester to discuss your research design, and to determine whether additional meetings are necessary regarding your project.
2. Poster presentation of main elements of your Independent Study to faculty and students. Guidelines for the poster are distributed by the department. The presentation session is usually scheduled for the 12th week of the first semester.
3. The completion of **two substantive chapters**, in acceptable draft form, and a bibliography, before the end of the first semester. This typically includes a Theory and/or Literature Review chapter as well as the Research Design and Methodology chapter.

Your advisor is required to submit an evaluation of your progress to the Registrar at the end of your first semester of I.S. In order to receive a grade of “Satisfactory Progress,” you must satisfy the above requirements and have demonstrated (through regular attendance of I.S. appointments, submission of outlines and other material requested by your advisor, etc.) to your advisor that you have successfully completed a full semester of work at the level of a Political Science senior. Failure to complete this requirement by the end of the first semester will result in an NC for PSC 451, and ineligibility for 452 in the following semester.

Projected Timetable

You are advised to prepare your own schedule of interim deadlines, in consultation with your advisor, appropriate to your specific project. The following guidelines may be helpful:

First Semester

Week:	Suggested Tasks
Weeks 1-3:	Topic/hypothesis formation—consultation with advisor and beginning literature search are essential at this stage
Weeks 2-4 :	Formal literature search underway—pay careful attention to theoretical frameworks in literature; critically evaluate alternative theories
Week 5:	Research design completed (see above, section C.)

- Weeks 5-8: Presentations of research designs and revision of research design
- Week 6: Focused research under way
- Weeks 9-10: Completion of draft of first substantive chapter, with source references
- Week 12: Poster Presentation
- Week 14: Completion of draft of second substantive chapter, with references

Second Semester

Weeks 1-3: Meet with First Reader to update them on progress over winter break, present your research to date, and be prepared to answer questions on method and content. Students should also meet with their Second Reader to confirm their work is “on track”.

One chapter every two weeks or so (depending on length and number of chapters); conclusion to be written in last two weeks of February in order to provide the advisor time to review this material before Spring Break. Students should not expect their advisor to be available for assistance over Spring Break.

E. Evaluation

Let it be emphasized at the outset that I.S. is not merely a final paper. I.S. is, rather, a process embodying topic selection, hypothesis formulation, research design, literature review, data gathering and analysis, revision of drafts and advisor conferences, a set of requirements for PSCI 451, and an oral defense of the final written project. This distinction is crucial since your grade will reflect our evaluation of your performance in all these areas, not simply of the final project. Remember that your title page for the thesis will read, “Submitted in PARTIAL fulfillment of the requirements for I.S. thesis.”

In grading I.S., Political Science expects work that reflects two semesters of effort at the level of a senior Political Science major. The “normal” work load for a course is expected to be around 14 to 15 hours per week. Thus, projects that develop a topic with an elementary level of analysis and those that do not indicate two full semesters of work will be appropriately downgraded in evaluation.

I.S. projects are of sufficient diversity that it is impossible to establish hard and fast rules for grading. However, the Political Science Department is committed to evaluating all senior projects on the basis of the three principal criteria of evaluation which are set out in the College Handbook: content, method and form. More specifically, we adhere to these standards of comparison which can be applied in distinguishing between Honors, Good, and Satisfactory grades:

1. Adequacy of the analytical development of the thesis. By this is meant that the thesis is well conceived, the materials readily available are reasonably well exhausted and those used are appropriate to the subject, good judgment is used in the critical evaluation of materials, and the conclusions reflect independent reasoning clearly supported by the evidence and arguments presented. Length alone is not an indication of quality.
2. Clarity of organization and writing.
3. The degree of independence, initiative, and creativity demonstrated by the student.
4. The degree to which the student understands and can explain the thesis material.

Your work will be evaluated from Honors to Unsatisfactory according to the degree of success in:

- Showing initiative and skill in exploring the literature, defining the thesis, gathering the data and producing the final product.
- Making persuasive applications of theory and using appropriate methods.
- Achieving clarity of organization and exposition, and making arguments on the basis of evidence and sound reasoning.
- Avoiding mistakes of grammar, spelling, syntax and idiom.
- Exercising critical judgment on the literature and evidence presented and on your own argument.

F. Departmental Style Guidelines

The application of good writing techniques is essential to the completion of a satisfactory I.S. Thesis. Remember that the expository virtues of clarity, continuity and directness are especially important. Be attentive to the requirements of good sentence and paragraph structure.

It is a good idea to have both an introductory and concluding chapter or section (besides introductory and concluding paragraphs within each chapter or section of the paper) so that the reader will be better able to follow and evaluate the development of your exposition. It may help you to outline your entire paper paragraph by paragraph so you can double-check the unity of each paragraph and chapter, and make sure the paper “flows.” If you do not have a clear idea why a particular paragraph (topic) is in the place that you have put it, how can your reader follow your thought?

While simplicity, clarity and economy are prized, a paper chopped into an endless stream of simple declarative sentences can be a disaster to the reader. Skillful and purposeful practice of subordination is an antidote to this problem.

Support your assertions, with due attention to alternative explanations of your data. You will be stating your thesis in an affirmative statement, but, unlike a debater, you will not gloss over or debunk contradictory evidence or argument. Instead, you will take these seriously and either refute them or alter your thesis so as to incorporate them.

Avoid overstatement. Your first responsibility as a scholar is not to save the world but to understand it, and the world turns out to be a very complex place. Scholars have learned to shun overconfident, absolute statements. The challenge before you is to avoid the extremes of timidity and dogmatism. Do not make claims beyond the scope of your evidence.

G. Acknowledging Reference Source

The proper acknowledgment of sources is both an obligation and an art. Plagiarism is a serious breach of the canons of scholarship, and therefore of the College Code of Academic Integrity. The basic principle to keep in mind is your three-fold responsibility: fairness to the author upon whom you rely, helpfulness to the reader who relies upon you, and interesting, effective prose. You will be presented with many examples of responsible scholarship in the professional literature you read in classes. If you have doubts about whether something violates academic integrity, check the Code of Academic Integrity, located in the Scot's Key. Students who do not understand the Code after having read it should make an appointment to see their advisors.

1. Acknowledgment of sources

Language, ideas, or information taken from others should be acknowledged at an appropriate point within the text. The mere inclusion of a source in the bibliography of a paper is not in itself sufficient.

2. Direct quotation

Quoted matter, from any source, should be distinctly set apart from other text in order to indicate that the language is not your own. Quotation marks are customarily used to mark the beginning and end of the quotation. In typewritten work long quotations may be set apart by indenting and by single-spacing instead of double-spacing; when this is done, quotation marks are not used.

Be careful not to alter any quoted language without acknowledging that you have done so. Your own remarks or clarifying summations inserted into a quotation should be set apart, in separate brackets, from the quoted material. The phrase “[emphasis supplied]” indicates that you have supplied underlining or other emphasis not found in the original. If a quotation is too long, you may wish to omit parts of it by using an ellipsis, a string of three periods (four at the end of a sentence), to indicate the words omitted.

The source of your quotation should be acknowledged very specifically, as by a page reference.

3. Paraphrase

It is not true that only direct quotations must be acknowledged. Failure to acknowledge the source of an indirect quotation, or paraphrase, is also a form of plagiarism. The writer of a paraphrase must acknowledge that it is a paraphrase and must identify the source, those phrases must be acknowledged by quotation marks, unless they are commonplace. (If you write that the weather forecaster predicted a high of 70 degrees, you do not have to use quotation marks!) If your sentence structure, your narrative, or the sequence or logic of your discussion is taken from your source, this fact should be acknowledged. The meaning of the original language must not be distorted in a paraphrase.

4. Information or ideas

Credit should be given to the original source of information or ideas not your own. You should name the articles, books, and other sources you have used in preparing your paper, and you should give detailed credit (e.g., page or chapter reference) for information and ideas that come from one particular place within the original source.

5. Appropriate, readable style

Do not cope with the problem of plagiarism by butchering your sentence or paragraph. One does not have to choose between plagiarism and effective communication. Paraphrase or summary, properly cited, is often better than a paragraph studded with mini-quotations. Each such quotation interrupts the reader; it should be used only when the particular language quoted is particularly poignant or effective. Quote sparingly.

6. Example of proper and improper use of a source

The following passage, relating to the plight of Sioux Indians after 1876, is taken from a book by Helen Hunt Jackson:

Contrast the condition into which all these friendly Indians are suddenly plunged now, with their condition only two years previous: martial law now in force on all their reservations; themselves in danger of starvation, and constantly exposed to the influence of emissaries from their friends and relations, urging them to join in fighting this treacherous government that had kept faith with nobody--neither with friend nor with foe....¹

Below are four examples of how the above passage might be used in a term paper:

- Student A has committed blatant plagiarism, omitting any form of acknowledgment.
- Student B does provide a footnote, but it seems to pertain to the final quoted phrase only.
- Student C has avoided plagiarism, but at the cost of awkward over-quotation.
- Only Student D has used the source both correctly and smoothly.

¹ Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

Student A (plagiarism, because the source is not acknowledged):

Only two years later, all friendly Sioux were suddenly plunged into new conditions, including starvation, martial law on all their reservations, and constant urging by their friends and relations to join in warfare against a treacherous government that had kept faith with neither friend nor foe.

(A citation, accompanied by a reference to Jackson in the text, would save this.)

Student B (incorrect because lacking in acknowledgment that Jackson is the source of all the information, not just the quoted parts. It is saved by the words, “According to Jackson,” at the beginning.):

According to Jackson, the Sioux were now on the verge of starvation. Martial law was now in force on all their reservations. Friends and relatives urged them to join in the fighting against the Federal Government--a “treacherous government that had kept faith with neither friend nor foe.”¹

Student C (not plagiarism, but unacceptably awkward, stilted and fragmented):

The “friendly Indians” were “suddenly plunged now”¹ into conditions far different from “only two years previous.”² Among these differences, martial law now existed “on all their reservations”³; there was constant “danger of starvation”⁴; and “emissaries from their friends and relations”⁵ constantly urged them to “join in fighting this treacherous government.”⁶

Note: this would be awkwardly chopped-up by use of even one of the mini quotes. As a general rule, avoid quoting phrases except where they are exceptionally expressive, distinctive or pungent. Above all, avoid the proliferation of mini-quotations.

Student D (acceptable use of source material):

According to Jackson, the Sioux were now suffering starvation, martial law and gratuitous advice. Hunger and military oppression made more provocative and strident advice of their historical allies that the Sioux add

² Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

³ Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

⁴ Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

⁵ Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

⁶ Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

their might to war against the Federal government--a “treacherous government that had kept faith with nobody--neither with friend nor with foe.”¹

Note that only one footnote is necessary for the above quotation, even though several ideas are reported. If the material were drawn from several different pages of the Jackson work, it might still be appropriate to provide a single footnote, indicating a series of page references or an inclusive range of page references. You will master the art of effective citation if you keep in mind the purposes of fairness, helpfulness and effective prose, and pay attention to the styles used in professional journals. (Warning: do not use textbooks as models!)

7. Penalties for violations of the Code of Academic Integrity

Students must be consciously aware of academic integrity in all of their work at The College of Wooster. Any violation of the Code of Academic Integrity may result in grade penalties including failure of the Independent Study. It may also result in subsequent academic disciplinary action including dismissal from the College.

H. Formatting: Illustrations, Graphs, and Tables

1. Formatting graphs and tables

Illustrations, graphs, and tables are often included in term papers and theses. If they are wholly original, they need not be acknowledged but should be appropriately numbered and captioned (see example below). If they are mechanically copied (photocopied, for example), the source should be acknowledged precisely, e.g. by page or figure number. Supply your own figure number in such cases: Fig. 351 in some book might only be the second figure in your paper, in which case it should be called “Fig. 2.” You may also wish to write your own caption, citing the source at the end.

If a figure or a table is re drawn or otherwise altered, you should acknowledge both the source and the fact of modification, or else the source and the extent to which it was used.

When labeling a figure you may spell out your labels if space permits. If you abbreviate, labels such as Lib. or L. (Liberal), Con. or C. (Conservative), Rep. or R. (Republican), Dem. or D. (Democrat) are preferable to 1, 2, 3, and 4 or A, B, C, and D. All abbreviations employed in tables or figures should be fully presented and explained in the accompanying text.

A reference from your text to a figure or table should be in the form “Figure 2,” “Table 3,” or the like.

¹ Helen Hunt Jackson, *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes* (New York: Harper & Bros., 1881):178

The following is an example of a well-constructed table:

Table 1. Number of Times Voted (1972-1976) by the Respondent's Total Family Income*

Number of Times Voted 1972-76	\$6,699 & Under	\$7,000-\$14,999	\$15,000 & Over
None or One	60%	43%	24%
Two or More	40%	57%	76%
Total N	(149)	(339)	(185)

*Adapted from Campbell, et al. (1964:6)

N.B. The way in which you identify the source(s) of your table or figures depends on the documentation style and format that you are using to cite your sources.

2. Taking notes

Sloppy note-taking gives rise to many problems of which plagiarism is only one. When you are doing research, record the names of the sources from which you are deriving words, ideas, or information; you should usually record the page number or other specific reference to the place from which each piece of material is taken. In your notes, be certain to distinguish among direct quotations, paraphrases, general summaries, and your own comments.

You can avoid a great deal of trouble if you are precise about such matters when you do your research in the first place, rather than trying--perhaps unsuccessfully--to find your sources at the last minute. Similarly, it is much easier to take down the full bibliographical data on a source as soon as you begin to use it, rather than going through all of your sources an extra time in order to compile a bibliography.

3. How to credit sources

Some Political Science advisors have strong preferences concerning which documentation style and format you should use for citing sources, while others will allow you to select a documentation style and format. With the consultation of your advisor, it is imperative that you select a particular style early in the process, understand it fully, and use it consistently throughout your thesis.

The American Political Science Association (APSA) has adopted a modified version of *The Chicago Manual of Style*, 15th. ed. (University of Chicago Press, 2003). This style of documentation is called the APSA style and is required of all papers submitted to the *American Political Science Review*. The APSA style is outlined in an APSA pamphlet entitled *Style Manual for Political Science*. Copies of the APSA *Manual* are available through the APSA (see <http://www.apsanet.org/>).

Additional good resources on writing and source citation for college assignments include:

Lipson, Charles. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press, 2005.

Lipson, Charles. *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago: University of Chicago Press, 2004.

University of Chicago. *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*. 15th ed. Chicago: University of Chicago Press, 2003.

Turabian, Kate L. *A Manual For Writers of Term Papers, Theses, and Dissertations, 6th ed.* Chicago : University of Chicago Press, 1996.

The basic formatting choice is between the “author-date system” in which you credit sources by parenthetical references within the body of your text to citations in a bibliography at the end of your thesis, and “the documentary-note system” in which a superscript number in the body of the text refers to a bibliographic citation in a footnote or endnote. The APSA manual only includes the author-date format. There is a short Appendix at the end of this handbook that illustrates a version of the author-date format. Note that this Appendix is an illustration only. You should obtain and use the APSA *Style Manual for Political Science*, *The Chicago Manual of Style*, *The Political Science Student Writer’s Manual*, or other style manual for senior I.S.

I. Form

The finished drafts submitted to the Registrar should be double-spaced with pages numbered at the top and running continuously from page 1 through the appendices and bibliography. There should be a Table of Contents and, if more than two tables, charts or maps are used, a List of Tables and Figures. The Table of Contents should list any appendices that are included so that the Table of Contents provides a visual outline of the entire thesis.

The margins should be no less than 1 inch and no greater than 1.25 inches. Note that this requirement includes the right margin. The font should be no larger than 12 point.

The title page should conform approximately to the model following (note that College of Wooster policy forbids the use of the College Seal on I.S. title pages):

TITLE OF THE THESIS
CAPITALIZED AND CENTERED BETWEEN MARGINS

By Joseph H. Student

An Independent Study Thesis
submitted to the Department of Political Science
at The College of Wooster
Month, Year
in partial fulfillment of the requirements of I.S. Thesis

Advisor: Frances Fox Piven

Second Reader: Theda Skocpol

J. Oral Examination

1. The First Reader is the chairperson, and is responsible for arranging the time and place as well as chairing the oral defense, which in principle will be limited to 50 minutes. Every effort is made to schedule the oral defenses before the last day of classes in the spring semester.

2. The oral defense normally begins with the student making a brief statement of his or her thesis, method and principal findings. The Second Reader then takes up the questioning of the student. Although the First Reader asks questions as she or he deems appropriate, it is understood that the Second Reader is the one primarily responsible for leading the oral exam. The Second Reader should present, in writing to the student at least one day before the scheduled defense, a critique that will present several of the lines of criticism and questioning to be pursued at the oral. After the oral, the student is asked to wait outside while the First and Second Reader decide whether the project has passed. If the readers have agreed on the project's pass/fail status, they will inform the student. If there is no agreement between the First and Second Reader, the thesis will be given to a Third Reader for evaluation. The Third Reader will then evaluate the project. In any event, no specific grades will be given to students until all oral exams are completed.

3. The two readers discuss the project as to its content, method, and form, coming to agreement if possible on a grade (Honors, Good, Satisfactory, or Unsatisfactory). In the event that agreement cannot be reached, the department chair will, after conferring with the readers, assign a Third Reader whose evaluation will then be final.

When the two readers have agreed on a grade (S, G, H, NC) or when a referee has resolved a deadlock, the grades will be reported to the department chair by the First Reader. When all the grades have been reported to the chair, the department will meet to confirm the awarding of I.S. grades and Departmental Honors.

After the department has met to confirm I.S. grades, either the department chair or the First Readers will notify students of their I.S. grades. It is the responsibility of the First Reader to report the grade to the Registrar's Office.

4. One copy of the thesis will be retained as "the departmental copy." It will be added to the Political Science Department's collection of I.S. theses where it will be accessible to departmental staff and students. The Second Reader's copy of the thesis will normally be returned to the student.

5. If a passing grade is awarded after the oral defense, that grade applies both to 451 and 452. If NC is awarded, the First Reader, in consultation with the department, decides whether it shall apply both to 451 and 452, or to 452 only, with "Satisfactory Progress" recorded for 451. (Note that the assignment of the grade of "Satisfactory Progress" at the end of the first semester does not preclude the final assignment of NC to 451.)

APPENDIX

AUTHOR-DATE CITATION METHOD OF DOCUMENTATION

The important idea to keep in mind about the citation of sources is that they must supply full bibliographic information so that the reader who wishes to do so can quickly confirm a point under discussion. "Proper form" in documentation is essential to the efficient and uniform accomplishment of this task. It is not a matter of good taste or "grammar," but of scholarly obligation.

There are advantages both to writer and reader in the author-date system. The writer can enter the essential information in ready-to-type form as the writing proceeds, and can insert new references without renumbering all that follows. The reader can identify the source instantly, without having to search elsewhere. These advantages overcome, for many, the esthetically inelegant intrusion of parenthetical fragments into the face of the manuscript.

1. Bibliography

The key to making this form of documentation work is the appropriate and accurate structure of the bibliography. Here are some basic rules:

- a. All items in the bibliography are entered in alphabetical order according to the last name of the (first) author.
- b. Multiple entries for the same author are entered chronologically by year of publication.
- c. Note that items in the bibliography are NOT numbered.
- d. Note also that each article cited from a book of readings and the book of readings itself should have separate bibliographic entries.

2. Sample bibliography

Dahl, Robert and Charles Lindbloom. 1943. *Politics, Economics, and Welfare*. New York: Harper and Row.

Economic Commission for Latin America. 1974. *Public Enterprises: Their Present Significance and Their Potential in Development*. Washington, D.C.: Organization of American States

Fellman, David. 1960. "Constitutional Law in 1958-1959." *American Political Science Review*, 54(1): 63-82.

Rowan, Carol E. 1980. "Mirror, Mirror, in the House: The Effects of Televising Proceedings of the United States House of Representatives." Senior Thesis, College of Wooster, Wooster, Ohio.

Sabine, George. 1961. *A History of Political Theory*: New York: Holt, Rinehart, Winston.

Sanford, Nevitt. 1963a. "Social Demography" in Bernard Berelson (ed.) *The Behavioral Sciences Today*. New York: Basic Books: 204-21.

_____. 1963b. "The Theory of Change and Response in Modern Demographic History." *Population Index*, 37(4): 345-66.

United States Bureau of the Census. 1978. *County and City Data Book, 1977*. Washington, D.C.: U.S. Government Printing Office.

Westin, Alan F., Wilbert E. Moore and Joyce Allen. 1970. "Civic Education in a Crisis Age: An Alternative to Repression and Revolution." (mimeographed) New York: Center for Research and Education in American Liberties: Columbia University and Teachers College.

Wilson, George C. 1970. "Copter Hits Camp Near Hanoi." *The Washington Post* (24 November): A1.

Yoshitsu, Michael M. 1979. *Peace and Security for Japan: 1945-1952*. Doctoral dissertation, Columbia University.

3. Notes

a. Classification

We can readily identify two general types of notes: substantive (or explanatory) footnotes and the more common reference notes. The latter are reserved for the important purpose of indicating the sources of ideas, expressions, or data. Descriptive or explanatory notes are those used to provide additional information or comment not deemed appropriate for the main text. As a matter of policy we urge you to be parsimonious in the use of descriptive or explanatory footnotes. Try to accomplish the needed explanation or description in the text of the paper.

b. Rules for Reference Notes

All references to monographs, articles or other forms of written or oral communication are to be identified at appropriate places in the text by the last name of the author, year of publication and, if direct quotation or paraphrasing is involved, to the page number(s), all in parentheses. There is no need for "Ibid.," "op. cit.," or "loc. cit.,"; subsequent citations of the same source will be dealt with in the same way as the first citation.

Examples:

1. If the author's name is in the text, follow it with the year in parentheses.
2. If the author's name is not in the text, insert the author's last name and the year in parentheses.
3. If more than one source is cited on a single point, give name and year for each, but separate the sources with a semicolon within the parentheses.
4. In case of multiple authorship, give the last names of the authors and the year. If there are more than two authors, you may use "et al." or "and associates" in second and subsequent citations.
5. If there is reference to more than one work by the same author in the same year, distinguish them by the use of letters (a, b, etc.) attached to the year of publication in the text and in the Bibliography.
6. The page reference must be given every time you quote or paraphrase a source.
7. If the work cited is an article in a journal, the reference note will be in the same form as in examples 1 and 2 above. The bibliographic entry will take the form: author(s) names with last name first. year. name of article name of journal in italics, volume number in Arabic: inclusive pages.
8. If the work cited is an article from a book of readings, the reference note form will be as in examples 1 and 2 above.
9. If no author is given, and an agency or other identifiable group is responsible for the publication, use the agency or group name as author. E.g., a reference to The College of Wooster *Catalogue*, 2009-2010 would be reference noted thus: (College of Wooster, 2010). In the case of unsigned articles or items in serial publication, use the name of the publication (e.g., *Economist*) both in the reference note and in the Bibliography.
10. Report your source even if it is not the original source. Occasionally you will want to use a quotation, concept, or item of information in a work that the author of that work has derived from another source, e.g., (Richardson, 1973; cited in Stone, 1973:35). N.B. The source you use must show in your Bibliography; the original source may also be entered if it is helpful to the reader.
11. Tables and figures should be numbered in separate series with Arabic numbers; e.g., Table 1, Table 2, etc., Figure 1, Figure 2, etc. At the end of every table or figure you should indicate the source(s) regardless of whether or not it (they) is mentioned in the text.