

SENIOR INDEPENDENT STUDY HANDBOOK

URBAN STUDIES

2012-2013

CONTENTS

PREFACE

	Page
I. Application of College Policies to Independent Study in Urban Studies	2
A. General Policies	2
B. Thesis Deadlines	3
C. Evaluation	3
D. The Adviser	4
II. Other Urban Studies Specifications	5
A. Choosing a Topic	5
B. Thesis Organization	5
C. First Semester Requirements	7
D. Oral Examination	7
E. The Advisor's Role in Evaluation	7
F. Evaluation	8
G. Stylistic Hints	8
H. Acknowledging Reference Sources	9
I. Style Guidelines	13

PREFACE

The objective of the Independent Study program at the College is to provide an opportunity for each student to engage in individual inquiry and expression. At Wooster, Independent Study is the culmination of liberal education and provides the basis for independent learning throughout life. The senior independent study allows the student to pursue this independent learning on a topic of their choice in the area of their major. One purpose of independent study is for the student to apply the knowledge gained through their course of study in their major.

Independent Study is a challenging and rewarding experience. The purpose of this handbook is to provide Urban Studies majors with information that will facilitate the process of I. S. and to help make I. S. a more rewarding experience. The handbook serves as a detailed reference source for information regarding choice of topic, identifying major reference sources, organization of the I. S., style guidelines, and the evaluation process. Each senior should spend some time at the beginning of the I. S. process discussing the information in this handbook with their advisors in order to understand what is required to make the I. S. a success.

I. APPLICATION OF COLLEGE POLICIES TO INDEPENDENT STUDY IN URBAN STUDIES

The information contained in this section applies the College's guidelines for Independent Study to Urban Studies.

A. General Policies

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. Urban Studies majors are expected to do the I.S. Thesis in Urban Studies. This means that students must demonstrate the relevance of their research to urban issues and analysis.
3. Urban Studies requires successful completion of two methods courses to be chosen from: , either Sociology/Anthropology 240 and Sociology 342 or Economics 110 and Economics 210, and Urban Studies 401 as a prerequisite to I.S. Thesis.
4. The student will be expected to register for I.S. Thesis during Fall and Spring Semesters of the senior year.
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.
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 Urban Studies, as soon as the two I.S. thesis advisers are assigned, they become the effective advisers of the student's I.S. thesis research and writing. At least one of the advisers must be the Urban Economist, Sociologist, or Political Scientist, and the two will normally be from two different departments. The final thesis will be evaluated by the two advisers collectively, and the final judgment will be made according to your readers' professional judgment as to what constitutes the various quality levels in a senior thesis in Urban Studies.

In Urban Studies, the student will be assigned a first and second reader. The first reader becomes the student's primary advisor and the student will have regular communication with the first reader. At some point during the first semester of I.S. it is recommended that the student also contact the second reader to inform that reader of the nature and progress of the research.

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. Copies of the Independent Study Thesis are due in the Registrar's Office at the assigned time on the first day of classes following Spring Recess.
2. Any delay in turning in a thesis (project) 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 the Faculty after consultation with the student's adviser. 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 advisers may impose deadlines for the purpose of commenting and advising when the work is in progress. The student may not expect editorial comment, guidance, and advice on drafts of the thesis or versions of the project submitted after the 12th week of the semester in which the student enrolls in I.S. 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. Adviser's Evaluative Statement

The adviser or the second principal evaluator of the thesis or project will submit a written evaluation of the work to the student.

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. Departmental Honors and the I.S. Thesis

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 Adviser.

1. Assignment of Independent Study advisers 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.

2. The responsibilities of the adviser are as follows:
 - a. to encourage the student to attempt any 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;
 - c. 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 above, the adviser is responsible for indicating to the student 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 adviser does not imply the ultimate acceptability of the thesis.
 - 2) After the completed I.S. Thesis is submitted and evaluated, the adviser is responsible for indicating to the student any specific typographical mechanical, and substantive errors which must be corrected before the document is filed with the department.

II. OTHER URBAN STUDIES SPECIFICATIONS

A. Choosing a Topic

The student is responsible for selecting the subject of inquiry for the Independent Study/I.S. Thesis. Perhaps the most promising way to undertake a search for a topic is to start with ideas growing out of previous course work. However, you may also wish to consult leading journals for ideas and formats. There are innumerable topics which are appropriate for Urban Studies investigation. While by no means an exhaustive list, recent Senior Theses have explored, e.g., pollution, crime, transit, commercial revitalization, rural-urban migration, youth gangs, homelessness, tenant management, media audits, community organizing, industrial location, land use, racial segregation, fiscal crisis.

But no matter how the ultimate topic is chosen, it must be an interdisciplinary urban-related topic that can be supported by existing staff, library, and other research resources available at the College or accessible without burden on the College. Interdisciplinary doesn't necessarily mean that you need to perform your analysis from each of the perspectives of economics, political science, or sociology (e. g. You have separate sections along the lines: The economics of my hypothesis, the political science of my hypothesis, and the sociology of my hypothesis) but rather that you approach your topic from the perspective that a single discipline may not fully explain the phenomena that

you are trying to explain. We advise that you pursue the relevant aspects of the topic without concern that each discipline is explicitly represented. What you will find is that you naturally undertake interdisciplinary analysis.

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 course work or Urban Semester 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

In order to incorporate the three elements of independent study required by the College (content, method, and form), the department provides you with two examples of how you might go about organizing and presenting your research. Note that in both cases there is a common set of requirements that must be met for a successful research effort. First the hypothesis or set of research questions must be specified. Second, the I. S. must contain a theoretical explanation of the relevant relationships that you identify in your research questions. Third, the student should demonstrate the ability to read and interpret theoretical and empirical literature relevant to the hypothesis. Fourth, the I. S. must contain the application of a relevant social scientific methodology in order to determine whether there is evidence to support the hypothesis. The methodology used should be that which is appropriate to test the hypothesis or answer the stated research questions. The department does not require a particular method to be used. Frequently used methods include quantitative/statistical analysis, qualitative analysis, and case studies. Each of these are representative of the social scientific method.

An example of I. S. organization and content:

Abstract A one-page overview/summary of I.S.; main method & results

Chapter 1. Purpose (integrating theme):

- a. "Context" - Out of what historical, public policy, social movement, or other event(s) does my topic grow? Why is it an important topic to study?
- b. "Hypotheses" - What are the specific questions I will ask in order to test my theory?

c. Outline - Overview of coming chapters.

Chapter 2. Theory

What social scientific theory(ies) are related to my topic? Based on these theories, what implications can be drawn for my hypotheses? What empirical questions/methods are suggested by these theories? What weaknesses/conflicts/omissions do present theories have? Can I develop my own theory? Be critical in your review! Remember: only theoretical or conceptual literature should be reviewed in Ch. 2 and empirical studies are in Ch. 3.

Chapter 3. Empirical Literature Review

What are the existing empirical findings on which my theory and my specific hypotheses are built? Which theory(ies), if any, does the existing evidence support? Critically evaluate the literature as to method, scope, model, variables, data, etc. Don't merely be descriptive. Clearly explain what still needs to be done (or done better) that you'll try to accomplish in IS.

Chapter 4. Methodology

What are my "empirical requirements"? In other words, what will I look at in order to gather data to test my hypotheses? And, what will I do with it? (How is it to be manipulated?) Operationally define and provide rationale for the dependent variable and each independent variable that may influence your study. Explain your method of analysis and how results will test the hypothesis.

Chapter 5. Findings

Here you should display and analyze your empirical results. Discuss meaning, strengths, and weaknesses of findings. Relate findings to those of earlier studies. Any computer output should be put in Appendix.

Chapter 6. Conclusions

How are my findings related to my hypotheses? Are the hypotheses rejected or not? What do these conclusions tell me about my theory? How generalizable is what I have found? (What are the limitations?) Are there

any policy implications? What are some suggestions for future research in this area?

References and Appendices follow.

Where appropriate chapters two and three as described above may be combined. The internal organization of all chapters should reflect the organization of the overall work. That is, each chapter should contain an introduction (explaining "what's coming" in that chapter) and a conclusion (explaining the main findings in that chapter and making a bridge to the next chapter). Students are strongly encouraged to use subsections within each chapter, i.e. an outline - like scheme to denote major/minor subdivisions of text.

C. First Semester Requirements

By the end of your first semester of I.S. Thesis you are required to submit two fully completed chapters of your IS. Extensive work on your case study or field work should also be initiated in the first semester.

Failure to comply with these requirements to the satisfaction of your I.S. adviser will automatically result in the assignment of a grade of NC for that semester's endeavors.

REMEMBER: First Semester represents not one-half but two-thirds of the total time allotted to I.S.!

D. Oral Examination:

The oral exam is an important part of the I. S. process. It represents an opportunity for the student to discuss their research with their first and second readers and is used as an additional means, along with the paper, to evaluate the student's work. The main purpose of orals is determine how well the student understands the research they have conducted. While students sometimes agonize over what the oral will entail, if the student is confident of their knowledge of the research they present, then the process of orals should go smoothly. Generally the readers expect that the student is able to explain and justify any and all material presented in the paper. Typical oral questions may include having the student explain concepts presented; relate how their theory or empirical results may correspond to other theories or results in the literature; what policy recommendation would be made on the basis of the research conducted. Assuming that the student has worked consistently on the I. S. throughout the year, has responded to the advisor's comments and suggestions, and understands what they have written, orals should not be a problem.

E. The Advisor's Role in Evaluation.

Once students are assigned a first reader they should, in a timely manner, establish contact with that reader to discuss the proposed topic. It is expected that students maintain frequent contact with their advisors. This usually means that a weekly appointment with the advisor.

The student should remember that the I. S. in terms of content, method, and form is the student's responsibility.

The advisers are available to provide guidance as to sources and style and to raise pertinent questions concerning content. However, you are the one who will ultimately be held responsible for all elements of your thesis. Remember, for example, the examination and return of a working draft does not imply that the paper is acceptable or error-free. In fact, the paper is never officially judged until it is in final and complete form and has been read by both readers and the oral exam is completed. Even though you can expect your adviser to make general and specific evaluative comments on working drafts, you should not expect detailed instructions for revising the draft. And remember that all aspects of your thesis (including your research design) are subject to challenge during your oral examination and in the evaluation process.

F. Evaluation.

Let it be emphasized at the outset that IS is not merely a final paper. IS is, rather, a process embodying topic selection, hypothesis formulation, research design, literature reading, data gathering and analysis, ideas expressed through rough drafts and adviser conferences, oral examinations, and a final written paper. This distinction is crucial since your grade will reflect our evaluation of your performance in all these areas, not simply the final paper. Remember what it means when you type your title page for the thesis and it says, "submitted in partial fulfillment of the requirements of IS thesis."

In grading IS, Urban Studies expects work that reflects over 21 weeks of effort at the level of a senior Urban Studies 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 (or no social scientific interdisciplinary analysis) and those that do not indicate two full semesters of work will be appropriately downgraded in evaluation. And more specifically, as previously mentioned, the final document must contain clear and adequate explication of your theory, hypotheses, background literature, methods, findings, and conclusions.

IS thesis projects are of sufficient diversity that it is impossible to establish hard and fast rules for grading. However, several principles generally can be applied to the distinction between Honors, Good, and Satisfactory grades:

- The thesis must be well developed analytically. This requires 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. Volume alone is not an indication of quality. Thoroughness in the use of materials and precision in the interpretation and presentation of ideas and evidence are fundamental to any thesis, especially a project which is more than "Satisfactory."
- Clarity of organization and writing.
- The degree of independence, initiative, and creativity demonstrated by the student.
- The degree to which the student understands and can explain the thesis material.

G. Stylistic Hints.

The application of good writing techniques is essential to the completion of a satisfactory I.S. Thesis. The following are some deceptively simple suggestions which, if applied, should help you overcome some of the most common and most damaging stylistic errors found in I.S. theses.

1. Watch your sentence structure. Each sentence should have a subject and a predicate, and the tenses of the verbs should correspond.
2. Watch your paragraph structure as well. Each paragraph should have one main idea stated in a thesis sentence, and then developed with supporting sentences.
3. As for organization, it is a good idea to have both an introductory and concluding chapter (besides introductory and concluding paragraphs within each chapter of the paper) so that you may tell the reader what you are about to show and then reiterate what you have just done.
4. Avoid unsupported assertions; e.g., if something is "generally accepted" as being true, say so; otherwise, state your source or fully develop your supporting arguments. Don't just say "it is."
5. Avoid overstatements. In particular work on developing the "fine art of qualification"-- substituting "almost always" for "always," "seems to have been" for "was," etc. wherever there is any reasonable doubt.
6. Keep the goals of clarity, logic, and precision constantly in mind.

7. Do not simply Xerox a graph, chart, etc. from another source and place it directly into your paper. Such material should be relabeled to correspond to your paper and then retyped by you so that the form used is the same as used in other of your own charts, graphs, or whatever.

H. Acknowledging Reference Sources

1. General

Plagiarism is a serious breach of the canons of scholarship and of the College Code of Academic Integrity. (See III.A. below) 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 to defeat a charge of plagiarism.

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 inserted into a quotation should be set apart from the quoted material. This is ordinarily done by enclosing them in square brackets. The phrase "emphasis mine" or "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. The source of a quotation is to 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. If the paraphrase contains phrases from the original source, those phrases must be acknowledged by 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. 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...

Below are three examples of how the above passage might be used in an I.S. student A has committed blatant plagiarism, omitting any form of acknowledgment. Student B does provide a footnote, but is guilty of plagiarism nevertheless: some direct language quoted by Student B goes unacknowledged, and there is no indication of paraphrase; the footnote is a misleading and inadequate acknowledgment, because it seems to pertain to the final quoted phrase only. Of these examples, only Student C has used the source correctly.

Student A (Improper)

Only two years later, all these 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.

Student B (Improper)

The Sioux were now on the verge of starvation. Martial law was not in force on all their reservations. Emissaries from their friends and relations urged them to join in the fighting against the Federal Government--a "treacherous government that had kept faith with neither friend nor foe."

Student C (Proper use of source material)

According to Jackson, the Sioux were now on the verge of starvation. Martial law was now in force on all their reservations. Emissaries from their friends and relations urged them to join in the fighting against the Federal Government--a "treacherous government that had kept faith with neither friend nor foe." (Jackson, 1881:178)

6. Illustrations, 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 (Xeroxed, 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 redrawn 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, as in the following examples:

From Smith. [Implies minimal alteration.]

After Smith.

Modified after Smith.

Redrawn from Smith.

Data from Smith and from Jones.

Some writers insert the year in parentheses following the name, thus: After Smith (1995).

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.

A reference from your text to a figure or table should be in the form "Fig. 2," "I11. 2," "Table 3," or the like.

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)	6,999 and Under	7,000-14,999	15,000 and Over
	%	%	%
None or one	60	43	24
Two or more	40	57	76
Total N	(149)	(339)	(185)

*Adapted from Campbell, *et al.* (1994:6)

Many students need to report regression coefficients as results. A conventional means of doing so in a compact form is:

TABLE 3.
Coefficients of Models Explaining Two Types of Urban Crime
(t-statistics in parentheses)

<u>Independent</u>	<u>Dependent Variable</u>	
	<u>Crime 1</u>	<u>Crime 2</u>
UNEMPLOYMENT	3.84 (0.63)	12.67 (2.94) ^a
AGE	-4.32 (1.51)	-6.71 (1.91) ^b
POVERTY	4.81 (1.60)*	10.30 (2.01) ^{b*}
INTERCEPT	1.33 (0.03)	4.50 (0.59)
R ²	.436	.594

a,b,c = coefficient statistically significant at 1%, 5%, 10% levels, respectively (one-tailed test).

* = two-tailed test if opposite predicted sign or no predicted sign.

I. Style Guidelines

A. Type of Notes and Note Style

a. Classification

We can readily identify two general types of notes: descriptive (or explanatory) footnotes and the more common reference notes. The latter are used merely to indicate the source of ideas,

expressions or data. Descriptive or explanatory notes are those used to provide additional information or comment not deemed appropriate for the main textual discussion.

b. Style of Descriptive or Explanatory Footnotes

These should be placed at the bottom of the page where the reference is made. You may number these consecutively, starting anew with each chapter, or you may start anew with each page.

Examples: Inflation in the Sixties

.....²

.....³

¹This section is a description of the price trends in this period rather than an explanation or theory of inflation.

²For a more complete discussion of this index see (Fisher, 1976: 33-36).

³The following paragraph relies directly on the work of Leontief (Leontief, 1980:Ch. 2).

⁴The comparable rates of inflation for the 1957-59 inflation were 2% and 1.5% per annum, respectively. (Department of Commerce, 1965:567).

B. Reference Style

Choose a reference style from a scholarly journal in the fields of Urban Studies, Economics, Political Science or Sociology. Be consistent with your use of the chosen style. Discuss your choice of style with your advisor.

C. Word Processing Instructions

1. Double space, except for long quotes which are single spaced.
2. Margins: Left and right margins should be 1-1/2 inches. Top and bottom margins should have one inch margins.
3. Title page: Every line is centered from each margin. There are also equal margins on top and bottom.
4. Table of Contents: double space between chapters; single space between sections within each chapter. Section should be indented from the chapters.

5. Bibliography: Single space entries double space between.
6. Page numbers should be included. If tables and illustrations are a full page and are inserted in the body of the text, page numbers should be in order with the text (e. g. if a full page table is to be placed after p. 50 of the text, it should be numbered p. 51 and p. 52 should be the continuation of the text).