WOODROW WILSON SCHOOL

Guide
To
Junior (Class of 2017)
&
Senior (Class of 2016)

Independent Work

2015-2016

October 21, 2015
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**Part III**

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Part I

Junior Independent Work
Class of 2017 Junior Independent Work Deadlines

FALL 2015

- **JUNIOR PAPERS IN TASK FORCES AND RESEARCH SEMINARS SUBMITTED TO THE DIRECTORS AND SEMINAR LEADERS BY 5:00 PM, TUESDAY, JANUARY 5, 2016**

  Extensions past the deadline may only be granted by the Dean of the student’s residential college

- **BRIEFING MEMOS IN TASK FORCES SUBMITTED TO THE DIRECTORS TUESDAY, JANUARY 5, 2016**

- **JOINT FINAL REPORT OF THE TASK FORCES SUBMITTED TO THE DIRECTORS TUESDAY, JANUARY 12, 2016**

SPRING 2016

- **JUNIOR PAPERS IN TASK FORCES AND RESEARCH SEMINARS SUBMITTED TO THE DIRECTORS AND SEMINAR LEADERS 5:00 PM, TUESDAY, MAY 3, 2016**

  Extensions past the deadline may only be granted by the Dean of the student’s residential college

- **BRIEFING MEMOS IN TASK FORCES SUBMITTED TO THE DIRECTORS TUESDAY, MAY 3, 2016**

- **JOINT FINAL REPORT OF THE TASK FORCES SUBMITTED TO THE DIRECTORS TUESDAY, MAY 10, 2016**
Goals

Junior Independent Work in the Woodrow Wilson School is designed to teach students:

- to think analytically about a policy problem;
- to critically review evidence about a policy problem and its potential solutions;
- to present evidence in a clear, logical and well-organized manner;
- to evaluate solutions that have been tried or proposed to deal with a policy problem;
- to clearly and concisely summarize the evidence and the alternatives, and to make recommendations on how best to address a policy problem.

Elements of a Policy Paper

Junior papers should be double-spaced and must not exceed 24 pages (or fewer as required by the Director), including appendices and footnotes. (This limit does not include pages for the title, table of contents (if any), briefing memo, and bibliography.) Students writing JPs in research seminars will not write a briefing memo.

- A policy paper is analytical, not descriptive. The paper should specify a clear research hypothesis, justify its significance in scholarly literature and relevance to policy, compare alternative hypotheses, assess evidence in support of a conclusion, and provide specific policy recommendations.

- Define the question you are examining.
  - What is the evidence of the problem/issue?
  - Why is it significant?
  - How does your question relate to existing theories?

- Include only as much background or descriptive material as is necessary for the reader to follow your paper. You are not writing a history paper or an article for an encyclopedia. If a fact or observation does not advance the flow of the paper, leave it out. (The test is whether it would matter if the reader skipped the information.)

- Develop a clear argument that specifies how a particular policy input or underlying condition affects your outcome of interest. Note that your argument should not represent a normative prescription but rather an effort to explain the underlying process that generates patterns of behavior that we observe.
Analyze empirical evidence to assess your argument relative to alternative explanations or "null hypothesis" that there is no pattern. The paper should include full citation of sources and description of methodology.

Are there models for possible solutions to be found in the experience of other jurisdictions (cities, states, countries) or in the proposals of researchers? What are the pros and cons of these models?

When making a recommendation, explain why you chose the approach. Is it clear how it can be implemented, how it will help resolve the problem, and what the drawbacks or criticisms might be?

Beyond all else, think logically and write clearly and succinctly.

**Briefing Memo**

If you are in a task force you will also be required to provide a briefing memo for your paper. (Students in a research seminar will be required to complete various other projects.) A briefing memo provides a summary of the major points of your paper, and is generally one to two pages (single-spaced). Its purpose is to provide a busy policymaker with a succinct overview of the essential elements of the full report: i.e., the nature of the problem/issue, and your findings and recommendations. It may also summarize any relevant policy and/or political issues that should be considered when evaluating or implementing the recommendations.

The memo should be written in simple, clear and direct language.

The layout of the memo should be straightforward, unified, and without footnotes or other scholarly conventions. To enhance readability, you may use section headings, indentations, bullets or numbering – but not to excess.

The content and organization of a briefing memo can take many forms, depending on the issue and the purpose of the analysis. One typical memo might include the following information -- whether in distinct sections or incorporated in a more general discussion:

- A statement of the issue/problem
- A summary of the findings of your analysis
- Recommendations or options for action
- Supporting arguments for the recommendations
- Policy and political issues to be considered in evaluating or implementing the recommendations
- Expected outcomes/consequences if the recommendations are adopted.
JP GRADING STANDARDS

A  The paper is an outstanding work that has all of the following qualities:

- is well-organized and exceptionally well-written
- presents a clear articulation of the issue and its significance
- demonstrates excellent research skills
- makes a logical and thorough presentation of evidence and analysis
- has conclusions that flow logically from analysis

A-  The paper is well-conceived and constructed, but does not evidence all of the qualities of an A effort.

B+  The paper is informative and generally well-written, but lacks some elements of rigorous research, analysis, organization, or thoughtful conclusion.

B to B-  The paper is competent, but lacks one or more major qualities such as a clear articulation of the issue, a thorough research effort, a persuasive analysis or a fluid writing style.

C+ to C-  The paper demonstrates substantial flaws in logic, research, writing or understanding of the issue.

D  The paper demonstrates a significant lack of effort or has substantial defects in quality and clarity.

F  The paper demonstrates a complete lack of effort and no redeeming qualities.

Note: The A+ grade is reserved for work of truly unusual quality. It requires a special, additional letter from the faculty member to the university’s Committee on Examinations and Standards explaining how the student’s work exceeds the high standards established for an A.

An A+ grade is counted in the University’s GPA calculations and the Woodrow Wilson Schools’ honors calculations as if it were an A.
Extensions and Late Penalties

Students who do not hand in their individual research papers on the due date may receive a grade of F for the paper unless they have requested an extension in advance and received approval for it from the dean of the student's residential college. Extensions may or may not be subject to late penalties.

One-third of the final grade will be deducted for each four days (or fraction of four days) that the JP is late. For example, the first four-day period, would result in one-third of a grade penalty (the reduction of an A+ to an A, an A to an A-, etc.) The second four-day period, would cost an additional one third of a grade (e.g., A+ is reduced to A-, A is reduced to B+, etc.) The grade would continue to be reduced by one-third for each additional four-day period or fraction of four days (including weekends) that the JP is late.

Manuscript Instructions

Use a 1.25 inch margin all around.

Double-space all text (except long quotations, footnotes and bibliography).

Use a 12-point size type and a readable font. Avoid the use of multiple fonts and type sizes (other than footnotes, which may be in a smaller font).

Indent paragraphs.

Number your pages.

Title Page Format

Task Force/Research Seminar Number and Title

Director’s Name

Title of Paper

Student Name

Date

Student Honor Code Pledge:
Writing & Research Assistance;
Interviewing & Formatting Guidelines – see Part III
Part II

Senior Thesis
# Class of 2016 Senior Thesis Deadlines

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<td>Thesis Proposal Form Due</td>
<td>Thursday, October 1, 2015</td>
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<tr>
<td>You must submit your thesis proposal form, signed by your adviser, to the Undergraduate Program Office.</td>
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</tr>
<tr>
<td>First Semester Progress Report Due</td>
<td>Friday, December 4, 2015</td>
</tr>
<tr>
<td>You must submit your first semester progress report form to your adviser and to the Undergraduate Program Office.</td>
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<tr>
<td>Complete Draft</td>
<td>Tuesday, March 1, 2016</td>
</tr>
<tr>
<td>You should have submitted first drafts of all of your chapters to your adviser by this date (or earlier if required by your adviser).</td>
<td></td>
</tr>
<tr>
<td>Thesis Due</td>
<td>Tuesday, April 5, 2016</td>
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<tr>
<td>All students must submit a completed thesis to the Woodrow Wilson School Undergraduate Program Office by 4:30 p.m.</td>
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<td>Oral Examinations</td>
<td>May 11-12, 2016</td>
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<tr>
<td>The University’s requirement for a senior comprehensive examination is satisfied in WWS by an oral examination based upon your thesis.</td>
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Goals

The Woodrow Wilson School undergraduate curriculum aims to prepare students to produce clearly written, well-organized, methodologically sound, and substantively defensible senior theses on a current and significant public policy issue. Every thesis should do the following:

- Clearly articulate a public policy research question
- Construct a logical argument for what explains the puzzle and present it as a hypothesis
- Collect evidence that will allow you to test the hypothesis
- Apply the appropriate research methodology to the evidence
- Draw conclusions from the argument that can contribute to the public policy debate on the issue.

Developing your Topic

Your thesis topic must focus on a significant public policy issue that is of current domestic or international concern. You must pose a specific policy question and you should develop a hypothesis about the answer. The question must be answered, or the hypothesis tested, through the logical analysis of relevant research evidence. The answer to the policy question should lead to public policy conclusions, that is, they should result in findings that could have or should have an effect on the decisions of policymakers dealing with the issue on which you are focused.

Unless the thesis is also designed to provide specific solutions to a policy problem, it should not include recommendations. The thesis is an academic research paper, not a simulated policy exercise like the task force and need not include the same kind of policy proposals. In addition to answering a specific policy question, a thesis that includes recommendations should be designed to analyze all the policy options and defend the selection of one approach among them; the defense should deal not only with substantive considerations but those of political feasibility and practical implementation.

Your topic should examine a debatable issue that requires evidence for its evaluation. If everyone agrees with you, if there is no scholarly controversy, if the answer is obvious, or if you haven’t posed an answerable question, then you do not have a valid topic. A thesis that is not driven by a research question is inherently weak (for example, a thesis that is primarily descriptive or simply compares the relationship between x and y without first posing a question about the relationship). Since such a thesis does not have a question to answer, it does not require any specific evidence or evaluation and has no persuasive authority. Further, it will not be clear to either you or the reader when you have done enough (or the appropriate) research or reached a logical end to the thesis.
For example, you may wish to study nuclear capacity in North Korea. But this is a general topic, not a specific issue for investigation. A research question might be: What is the impact of nuclear developments in North Korea on Chinese-Japanese relations? A hypothesis might be: The nuclear threat from North Korea has promoted closer Chinese-Japanese relations on a wide range of issues. The hypothesis should specify concepts that are sufficiently concrete that you can identify variation over time or cases. In this example, one would need to define what constitutes measures of the nuclear threat from North Korea and what measures will be used to assess the outcome of closer Chinese-Japanese relations (i.e. diplomatic meetings, positive public opinion, formal agreements).

You should be able to explain to the reader why you are asking your question and why your findings will be of significance or interest – this is your response to the reader who says “So What?” when informed of your topic. You should tell the reader about the issue that generated your topic, why will it matter if we know the answer to your question and what your thesis will add to our knowledge.

You will probably begin your search for a thesis topic with only a general area of interest. You must then review scholarly work in this area in order to develop an issue worthy of investigation and to find out whether sufficient primary and secondary sources exist for you to do meaningful research. Consult with your adviser, talk to the librarians and review the Research Guide at the end of this manual to help you with your research. You should not be overly dependent on information that you will have to develop yourself; while interviews and surveys can greatly improve the quality of a thesis, they both rely on third parties who may or may not be available when you need them. If you are planning to have interviews or surveys as central component to your thesis, it is essential to begin early and have a backup plan. During this initial process, it is not unusual for students to revise topics or adjust their research aims.

Only some topics can be completed in the time you have available. It is important that you make sure that the topic is manageable given the established deadlines. Again, consultations with your adviser are essential on the issue. You should conduct the bulk of your research during the fall semester so that you are ready to begin writing in January (though we encourage you to do some writing while you are in the research phase). We strongly advise that you begin submitting drafts of your chapters to your adviser by late January so that you can complete your first draft by the first week of March (see current deadlines on page 8.) During March you should be revising, refining and rewriting as necessary.

In developing your topic, you should ask yourself the following questions:

- What is my general area of research?
- What have scholars and practitioners written about this topic?
- What is my specific research question and hypothesis?
- What evidence will I need to support my claim or answer my question?
- Where will I find the evidence?
- Do I have confidence in the validity of my sources?
• Which methodology, of those learned in the research seminar, is most appropriate for an analysis of the evidence?
• Can I complete the research and writing by the established deadlines?

**Thesis Organization**

A thesis may take many forms. To familiarize yourself with the range of topics, approaches and formats of theses, you may wish to review copies of recent prize-winning WWS theses. These are available in the Program Office and may be borrowed for brief periods. In addition, all WWS (and University) theses are archived in Mudd Library. While these theses should be of assistance, ultimately your thesis adviser is the person best suited to providing guidance on the appropriate approach for your thesis.

A thesis should begin with an introduction to the policy issue and its context. This chapter will also provide a brief overview of the full research design – what is your question and how you will answer in subsequent chapters. A typical thesis will proceed to a discussion of how social science disciplines (economics, politics, history, sociology, psychology) have examined the issues like the one you have chosen; this section cites the relevant literature and establishes the categories you will use when you describe and analyze your research. Clearly develop your own argument and state how it differs from existing scholarship – you may be extending on well-known theories, testing their application in new areas, or developing a completely new perspective on the problem. The next chapters typically describe your research findings, which may include presentation of statistical analysis or case studies. All variables and data sources should be clearly documented with appropriate discussion of the sample and estimation procedure in the main text, while an appendix may include details on coding procedures. The final chapter reviews main conclusions and provides broader discussion of the implications of your study where you draw relevant policy conclusions. Again, you do not need to conclude with formal policy recommendations; if you choose to do so, however, you will need to include an analysis of the policy options, a substantive defense of your chosen approach based on your research evidence, and a discussion of its political feasibility and practicality.

An excellent senior thesis can be 75 pages or less. No thesis should be longer than 115 pages. Any page after 115 may or may not be read by the second reader. A thesis longer than 115 pages will not be considered for a WWS thesis prize.

The 115 page limit includes:

1) the abstract;
2) the table of contents;
3) ancillary material such as tables charts;
4) all footnotes.
The page limit does not include:

1) the title page;
2) the dedication;
3) the honor code statement;
4) the bibliography.

**Thesis Proposal Form**

You must submit a thesis proposal form, signed by your adviser, to the Program Office by the deadline indicated on page 8. The form, which is available in the Program Office, requires a brief description of your topic, your research question, your hypothesis about the evidence and the nature of the evidence you expect to use.

**First Semester Progress Report Form**

You must submit a first semester progress report form to your adviser and to the Program Office during the first week of December (see deadlines on page 8.) The form, which is available in the Program Office, requires 1) a brief description of the proposed thesis (250 - 500 words), 2) a research plan, 3) an outline, and 4) a bibliography. In addition, you will identify your work to date (such as background readings and compilation of evidence) and your progress as measured against your research plan. You should also identify any problems or issues that you have encountered that have or may limit your progress.

**Research Funding**

The Woodrow Wilson School provides thesis research funding for the summer between your junior and senior year and for winter break during your senior year. Research funding opportunities will be available on the University’s Student Activities Funding Engine, SAFE. Summer funding applications will be due late March. Winter break funding applications will be due early November.

**Thesis Abstract**

You **must** include a Thesis Abstract (**only one-page, single-spaced**) to be placed after your Table of Contents page. It should summarize the topic, the hypothesis or research question, research methods, major themes and concepts, and the findings and general policy conclusions. The abstract should not be confused with your introduction. The abstract is a summary of what you have done, whereas the introduction generally tells the reader what you plan to do.
Thesis Binding and Submission

Theses are due in the WWS Undergraduate Program Office by 4:30 p.m. on the due date. Students should submit two bound copies (soft or hard cover). The copies should be bound with black covers. Covers must be gold stamped with the following information:

1. Thesis Title
2. Student Name
3. Class Year

An electronic copy that will be forwarded to Mudd Library must also be submitted by the 4:30 p.m. deadline. The bound copies will be returned to students after oral examinations.

The Program Office maintains a list of the copy centers in Princeton that offer thesis binding. It is the student’s responsibility to deliver his/her thesis to the binder in time to meet the deadline for thesis submission.
**Lateness Penalties**

**Tuesday, April 5, 2016** is the thesis deadline for the Class of 2016. One-third of the thesis final grade will be deducted for each four days (or fraction of four days) that the thesis is late. For example, the first four-day period, costing one-third of a grade (the reduction of an A+ to an A, an A to an A-, etc.) ends at 4:30 p.m. on Monday, **April 11, 2016**. The second four-day period, costing an additional one third of a grade (e.g., A+ is reduced to A-, A is reduced to B+, etc.) ends at 4:30 p.m. Friday, **April 15, 2016**. The next late period, which would result in the original grade being reduced by a full letter grade, ends at 4:30 p.m. Tuesday, **April 19, 2016**. The grade would continue to be reduced by one-third for each additional four-day period or fraction of four days that the thesis is late.

**Emergency Extensions**

The Woodrow Wilson School will grant extensions only for severe personal illness, accident, or family emergency. The request for an extension must be made in writing. Extensions to a date no later than the University’s deadline for submitting senior independent work may be granted by the Director of the Program. After this deadline, extensions may be granted only by the Dean of your residential college.

Under no circumstances will extensions be granted for any reason connected with computer or binding problems. Students should therefore save, backup, print their work and arrange binding in a manner designed to prevent last-minute crises.
THESIS GRADING STANDARDS

A  The thesis is an outstanding work that has all of the following qualities:
   ▪ --clear articulation of a research question and hypothesis
   ▪ --engages with existing scholarly and policy debates related to topic
   ▪ --thorough presentation of evidence to assess hypothesis and compare with alternative explanations
   ▪ --demonstrates first-rate research skills and use of sources
   ▪ --intellectually original argument that draws clear conclusions based on analysis and links the contribution of research to a policy debate
   ▪ --high level organization and writing skill.

A-  The thesis is a well-conceived work of solid scholarship that meets the first three elements of an A thesis, but falls short in the quality of evidence, originality of argument, or effectiveness of the writing expected for an A effort.

B+  The thesis is informative and generally well-written, but lacks some elements of originality, sophistication or rigor. It may provide thorough assessment of the research question but fail to rigorously engage with scholarly literature and policy debates and neglect to fully consider alternative explanations. Theses in this range must be clearly written, but may be less polished writing and more superficial in the use of sources for evidence.

B to B-  The thesis is competent, but lacks one or more major qualities such as a clear articulation of the issue, a thorough research effort, a persuasive analysis or a fluid writing style.

C+ to C-  The thesis demonstrates substantial flaws in logic, research, writing or understanding of the issue.

D  The thesis demonstrates a significant lack of effort or has substantial defects in quality and clarity.

F  The thesis demonstrates a complete lack of effort and no redeeming qualities.

Note: The A+ grade is reserved for work of truly unusual quality. It requires a special, additional letter from the faculty member to the University’s Committee on examinations and Standards explaining how the student’s work exceeds the high standards established for an A.

An A+ grade is counted in the University’s GPA calculations and the Woodrow Wilson Schools’ honors calculations as if it were an A.
THESIS GRADING PROCESS

The thesis is graded by the adviser, who is the first reader of the senior thesis, and by a second reader assigned by the Undergraduate Program. The grade is calculated as follows:

- If the readers' grades are identical, that is the final grade.
- If the readers' grades differ by one full grade (e.g., A to B) or less, the average grade is the final grade.
- If the readers' grades differ by more than one full letter grade, the two readers consult to determine the final grade; if they are unable to agree, the Faculty Chairman of the Undergraduate Program determines the grade.

The Undergraduate Program office will determine any penalty for lateness, which will be included in the grade reported to the Registrar.

Oral Examinations

The University’s requirement for a senior comprehensive examination is satisfied in the Woodrow Wilson School by an oral examination based on your thesis. Exact dates are found on page 8. While you will be informed of a specific time for your oral, you should still plan to be available on these days since there may be last-minute changes. The oral examinations are public; you may invite friends, other faculty members, and relatives to attend.

You are required to make a ten-minute oral presentation, which will be followed by ten minutes of questions and discussion with the examiners. It is important that you carefully prepare your presentation and time it in advance. You can expect to be asked to end your presentation promptly when your ten minutes are up. Your adviser will be one of the examiners, and the other examiner will in most cases be your second reader, but may be another member of the faculty.

Several days prior to the examination, you will receive comments on your thesis from your adviser and second reader. Since both examiners will be familiar with your thesis, your presentation should not summarize your work. Rather, you should be prepared to respond to the major points or criticisms raised in the written comments of your readers. Beyond that, you should use the thesis as a point of departure for a more general discussion of public policy issues. You may, for example, describe why you thought it important to work on your particular topic, what kind of research on your subject remains to be done by scholars in the field,
or what has happened that is relevant to your subject since you completed the thesis.

Some students also address questions raised by the thesis research or review particular issues of methodology or data analysis. Questions by the examiners may then address matters raised in your oral presentation, matters that are relevant to the content of your thesis, or broader public policy issues.

Power point presentations should only be used to display information illustrating the importance of your topic, to demonstrate relevant data in different ways than described in the thesis, or to present data not included in the thesis that allows you to respond to your readers’ written comments or criticisms. Power point should not be used simply to summarize what you plan to say in your presentation or to reproduce material from your thesis.

**Oral Exam Grading**

An A grade will be awarded for an oral examination with the following qualities:

- the student exhibits an articulate and confident manner appropriate for public speaking and the formal presentation adheres to the 10-minute limit.

- the formal presentation is well-organized and offers insights that expand on the content of the thesis and are responsive to the written comments of the readers

- the student provides thoughtful, informed responses to the follow-up questions.

Other grades will be awarded in accordance with the degree to which the presentation does not have these qualities.

**Senior Thesis Prizes**

A thesis that receives a grade of A or higher and a statement of support from both readers (and is within the page limit) may be considered for a Woodrow Wilson School thesis prize. Prizes are awarded by a specially appointed School faculty committee that weighs the relative merits of all theses under consideration. Prizes are presented at the Class Day ceremony.
Multiple Submission Regulation

Sometimes students wish to include in their thesis material that they produced for another course or for their JP. Please note the University’s rule regarding multiple submission of material:

Under certain conditions, the student may be permitted to rewrite an earlier work or to satisfy two academic requirements by producing a single piece of work, more extensive than that which would satisfy either requirement on its own. In such cases, however, the student must secure, in writing, prior permission from each instructor involved.

Students should complete the following multiple submission form and submit it to the Undergraduate Program Office one month prior to submitting their thesis.

Multiple Submission Form

Permission to Include Material from Previous Work in Senior Thesis

Student Name (Print):___________________________________Class_______

Student Signature:________________________________________________

Title or nature of previous work:_____________________________________

Course:__________________________________________________________

Faculty Member Grants Permission:   Yes:_________

Name of Faculty Member Teaching the Course (Print):____________________

Signature of Faculty Member: __________________________Date:_________

Name of Senior Thesis Adviser (Print):______________________________

Permission to use prior work granted:  Yes:______________

Signature of Adviser: __________________________________Date:_________
Manuscript Instructions

Include the Honor Pledge, and your signature on the last page (see below).

Use a 1.5 inch margin on the left (to allow space for binding) and a 1 inch margin on the right, top and bottom.

Double-space all text (except long quotations, footnotes and bibliography).

Number your pages.

Make sure the thesis is single sided.

Use a 12-point size type and a readable font.  Avoid the use of multiple fonts and type sizes (other than footnotes, which may be in a smaller font). Indent paragraphs and avoid paragraphs longer than a page.

Within chapters, use only two levels of headings, either in bold or underlined and placed at the left margin or centered. The primary heading is all caps, the secondary is caps and lower case:

   PRIMARY HEADING

   Secondary Heading

Number your pages.

Pages should be organized as follows:

   Title page (see format on next page)
   Second page: Dedications (optional)
   Third page: Acknowledgements
   Fourth page: Table of Contents
   Fifth page: Abstract
   Last page: The last page must contain the following form:

   This thesis represents my own work in accordance with University Regulations.

   Your signature
Title Page Format

Thesis Title

Student Name

Date

A Senior Thesis presented to the Faculty of the Woodrow Wilson School of Public and International Affairs in partial fulfillment of the requirements for the degree of Bachelor of Arts

Writing & Research Assistance; Interviewing & Formatting Guidelines – see Part III
Part III

Writing & Research Assistance;
Interviewing & Formatting Guidelines
**WWS Writing Adviser**

In addition to your consultations with your thesis adviser, we strongly recommended that you meet regularly with the Woodrow Wilson School Writing Adviser, Steve Frakt, for assistance in conceptualizing and organizing your thesis, developing your arguments, and reviewing your writing. He can best help you if you meet with him early in (as well as throughout) the process. You may schedule meetings on the sign-up sheets at his office (room 110 Robertson Hall) or via e-mail sfrakt@princeton.edu.

**Principles of Ethical Interviewing**

Princeton University has a legal responsibility to protect all human subjects in research done under University auspices, including that done by students for their independent work. In the context of the kind of research most often done by Woodrow Wilson School students, that means protection of the rights of respondents or informants interviewed in the course of research.

Your research plans may need the approval of the University’s Institutional Review Board (IRB) when the research engages in a systematic study to produce generalizable results from a representative sample of a given population. Generally, IRB review is not necessary for research that involves interviews with a small number of individuals (e.g., the kinds of interviews typically done by a news reporter), although in all cases the guidelines below should be followed for ethical interviewing practice. In addition, there are other types of research activities that are exempt from review by the IRB. You should discuss with your adviser whether your research plan need to be submitted to the IRB. When IRB approval is needed, students can consult directly with the IRB office (German Jimenez, 258-1194, 87 Prospect St) or with the Survey Research Center (Edward Freeland, 258-5660, 169 Nassau St).

The criteria for IRB approval of research is below:

1. Risks to subjects are minimized by using procedures that are consistent with sound research design and do not unnecessarily expose subjects to risks, and whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes;

2. Risks to subjects are reasonable in relation to anticipated benefits, if any, to the subjects and the importance of the knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB will consider only those risks and benefits that may result from the research;

3. Selection of subjects is equitable; in making this assessment the IRB will take into account the purposes of the research and the setting in which the research will be conducted and will be particularly cognizant of the special problems of research involving vulnerable populations;
4. In most cases, informed consent must be obtained from each subject or the subject’s legally authorized representative; when appropriate, informed consent will be documented in accordance with IRB guidelines;

5. The research plan makes adequate provision for monitoring the data collected to ensure subject safety;

6. There are adequate provisions to protect the privacy of the subjects and confidentiality of data;

7. When some of all of the subjects are likely to be vulnerable to coercion or undue influence, additional safeguards are included to protect the rights and welfare of these subjects.

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You must cite your source of any fact or statistic not commonly known as well as the source of any quote, paraphrase or summary of the work, opinions or interpretations of an individual, publication or web site. The Woodrow Wilson School does not prescribe any particular citation style. You may follow the guidelines of any generally accepted system of citation as listed below. You should consult with your adviser before making your choice.

Footnote citations must appear on the same page and not at the end. The bibliography should appear at the end of the thesis. It is NOT necessary to group sources by type of material in your bibliography (i.e. books, newspapers, interviews grouped together). In fact, this makes it more difficult for the reader to trace your sources.

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http://dss.princeton.edu/cgi-bin/dataresources/guides.cgi
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Consulting Services for statistical analysis and formal modeling available to WWS students by appointment:


GIS (Digital Map and Geospatial Information Center)
http://www.princeton.edu/~geolib/gis/

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