

**WOODROW WILSON SCHOOL**

*Guide  
To  
Junior (Class of 2020)  
&  
Senior (Class of 2019)*

*Independent  
Work*

*2018-2019*

*March 12, 2018*

# Contents

## Part I

<b><i>Junior Independent Work</i></b>	1
Deadlines	2
Goals	3
Elements of a Public Policy Paper	3
Briefing Memo	4
JP Grading Standards	5
Extensions and Late Penalties	6
Manuscript Instructions	6
Title Page Format	6

## Part II

<b><i>Senior Thesis</i></b>	8
Deadlines	9
Goals	10
Developing your Topic	10
Thesis Organization	12
Thesis Proposal Form	13
First Semester Progress Report Form	13
Research Funding	13
Thesis Abstract	13
Thesis Binding and Submission	14

Lateness Penalties	15
Emergency Extensions	15
Thesis Grading Standards	16
Thesis Grading Process	17
Oral Examinations	17
Oral Exam Grading	18
Senior Thesis Prizes	18
Multiple Submission Regulation	19
Manuscript Instructions	20
Title Page Format	21

## **Part III**

<b><i>Writing &amp; Research Assistance; Interviewing &amp; Formatting Guidelines</i></b>	22
WWS Writing Adviser	23
Principles of Ethical Interviewing	23
Citations and Bibliography	24
Citation/bibliography Management Software	24
Citation Manual	25
Legal Citation	25
Research Guide	25

# **Part I**

## ***Junior Independent Work***

## ***Class of 2020 Junior Independent Work Deadlines***

### **FALL 2018**

- **JUNIOR PAPERS IN TASK FORCES AND RESEARCH SEMINARS SUBMITTED TO THE DIRECTORS AND SEMINAR LEADERS BY** **5:00 PM, TUESDAY, JANUARY 8, 2019**

**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 8, 2019**
- **JOINT FINAL REPORT OF THE TASK FORCES SUBMITTED TO THE DIRECTORS** **TUESDAY, JANUARY 15, 2019**

### **SPRING 2019**

- **JUNIOR PAPERS IN TASK FORCES AND RESEARCH SEMINARS SUBMITTED TO THE DIRECTORS AND SEMINAR LEADERS** **5:00 PM, TUESDAY, MAY 7, 2019**

**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 7, 2019**
- **JOINT FINAL REPORT OF THE TASK FORCES SUBMITTED TO THE DIRECTORS** **TUESDAY, MAY 14, 2019**

## **Goals**

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

- to think analytically about a public policy problem;
- to critically review evidence about a public 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 public policy problem;
- to clearly and concisely summarize the evidence and the alternatives, and to make recommendations on how best to address a public policy problem.

## ***Elements of a Public 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 public policy paper is analytical, not descriptive. The paper should specify a clear research hypothesis, justify its significance in scholarly literature and relevance to public policy, compare alternative hypotheses, assess evidence in support of a conclusion, and provide specific public 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 public 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 public 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 for Junior Independent Work***

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 a grade will be deducted from the final grade in a task force or the JP grade in a research seminar for each four days (or fraction of four days) that a 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-, etc.) The second four-day period, would cost one-third of a grade (e.g., 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, tables, and charts 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
<b>Title of Paper</b>
Student Name
Date
Student Honor Code Pledge:

**Note:**

A copy of your paper will be sent to the Mudd Library Archives and will be available for public review. A copy will also be available for a limited period in the Undergraduate Program Office for review, but not photocopying, by students and visitors.

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

## **Part II**

### ***Senior Thesis***

## ***Class of 2019 Senior Thesis Deadlines***

### **Thesis Proposal Form Due**

**Friday September 28, 2018**

You must submit your thesis proposal form, signed by your adviser, to the Undergraduate Program Office.

### **First Semester Progress Report Due**

**Friday, December 7, 2018**

You must submit your first semester progress report form to your adviser and to the Undergraduate Program Office.

### **Complete Draft**

**Friday, March 1, 2019**

You should have submitted first drafts of all of your chapters to your adviser by this date (or earlier if required by your adviser).

### **Thesis Due**

**Tuesday, April 2, 2019**

All students must submit a completed thesis to the Woodrow Wilson School Undergraduate Program Office by 4:30 p.m.

### **Oral Examinations**

**May 15-16, 2019**

The University's requirement for a senior comprehensive examination is satisfied in WWS by an oral examination based upon your thesis.

## **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 public 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 public policy problem, it should not include recommendations. The thesis is an academic research paper, not a simulated public policy exercise like the task force and need not include the same kind of policy proposals. In addition to answering a specific public 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 public 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 bound copies will be returned to students after oral examinations. The copies should be bound with black covers. Covers must be gold stamped with the following information:

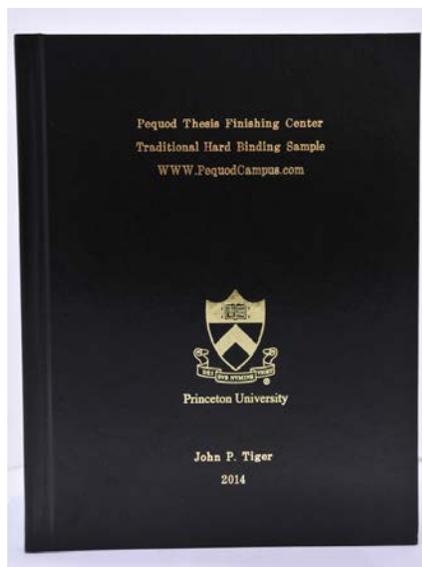
1. Thesis Title
2. Student Name
3. Class Year

Theses that include graphs and/or charts should be printed in color.

An electronic copy must also be submitted to the WWS Undergraduate Office by the 4:30 p.m. deadline. Upload a PDF of your thesis, for archiving at MUDD Library, via a centralized University [Senior Thesis Submission Site](#).

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 2, 2019** is the thesis deadline for the Class of 2019.

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-, etc.) ends at 4:30 p.m. on Monday, **April 8, 2019**. The second four-day period, costing an additional one third of a grade (e.g., A is reduced to B+, etc.) ends at 4:30 p.m. Friday, **April 12, 2019**. 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 16, 2019**. 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 9. 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](mailto: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 needs 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.

## ***Citations and Bibliography***

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.

## ***Citation/Bibliography Management Software***

It is highly recommended that you use online software to manage your paper citations and bibliography. Zotero, EndNote, and Refworks are three citation managers that help you to keep track of the sources you are using and your own notes about them. They will also format your references in a style that you choose.

- **Zotero**: (recommended) is a free service on the web ([www.zotero.org](http://www.zotero.org)).  
Using Zotero at Princeton: <http://libguides.princeton.edu/zotero>
- **EndNote** is available on computers in the WWS computer clusters.  
Using EndNote at Princeton: <http://libguides.princeton.edu/endnote>
- **Refworks** is an internet based package available to Princeton users at <http://refworks.com>.  
Using Refworks at Princeton: <http://libguides.princeton.edu/refworks>

## ***Citation Manuals***

You can review both online and print citation manuals at this link:

<http://library.princeton.edu/help/citing-sources>

The Stokes Library in Wallace Hall has a copy of the following manuals located on top of the reference shelf next to the computer terminals. Please ask for help if you cannot locate them. The U Store has copies should you wish to purchase your own.

American Political Science Association. *Style manual for political science*. Washington, DC: APSA, 2001.

*Chicago manual of style*. 15<sup>th</sup> ed. Chicago: University of Chicago Press, 2003.

Gibaldi, Joseph. *MLA handbook for writers of research papers*. 6<sup>th</sup> ed. New York: Modern Language Association of America, 2003.

*Publication manual of the American Psychological Association*. 5<sup>th</sup> ed. Washington, DC: APA, 2001.

## ***Legal Citation***

*The Bluebook* 17<sup>th</sup> ed. Cambridge: Harvard Law Review Association, 2000.

**For assistance or questions about citing sources contact the staff at the Stokes Library, (<http://stokeslib.princeton.edu/ask.php>).**

## **Library Research Tips**

**Start your research early! Talk to your adviser and to librarians about your research!** You will need both primary and secondary sources for your research that may include books, scholarly articles, data, federal, state and local government publications, personal interviews, newspaper articles, websites, and think tank reports. Princeton University Library has extensive resources which are unique and not available on Google.

## **Contact one of these Research Librarians for Help**

We encourage you to email Stokes/WWS librarians for a research consultation. The librarians are located in the Stokes Library on the lower level of Wallace Hall.

## Librarians at the Stokes Library (lower level, Wallace Hall)

[Elana Broch](#): Assistant, Population Research (education, census, demography, immigration)

[Joann Donatiello](#): Population Research (health policy, census, immigration and demography)

[Ashley Faulkner](#): Quantitative Research (policy related data and statistics)

## Firestone Librarians

[Alain St. Pierre](#): African Studies, World History

[Steve Knowlton](#): African American Studies, American History

[Martin Heijdra](#): Chinese Studies

[Bobray Bordelon](#): Economics and Finance

[Fernando Acosta-Rodriguez](#): Latin American and Latino Studies

[David Hollander](#): Law & European Union

[Jeremy Darrington](#): Politics

[Thomas Keenan](#): Slavic, East European, and Eurasian Studies

## Data Analysts at the Firestone Data Lab

[Oscar Torres-Reyna](#): Data Services Analyst

[Ofira Schwartz Soicher](#): Data Services Analyst

### **Data and Statistical Services**

It is important that you conduct any data analysis yourself and fully understand the assumptions of the models and steps taken to complete analysis. There are resources available to help you find data and to answer your questions about statistics and formal modeling.

- **Help with finding data for your research**

1. Contact [Ashley Faulkner](#), located in Stokes Library, for help in finding data. Other librarians at Stokes can also help with finding data.
2. Check the data subject list on the [Data and Statistical Services \(DSS\) website](#)

- **Help with analyzing data**

1. Once you have your data, [Firestone DSS consultants](#) can help you work the data.
2. You can also e-mail [Consulting Services](#) for help with statistical analysis and formal modeling. This service is provided to WWS by the politics department.

***GIS ([Digital Map and Geospatial Information Center](#))***

The GIS Center in the Lewis Library offers access to paper maps, geospatial data, digital maps and geographic information services. [Contact GIS](#) and check out the [Map Data Portal](#).

***Consult these library websites:***

[Princeton University Library](#) (access new Catalog, Articles+, subject specialists, etc.)

[WWS Seniors Research Guide](#)

[Public Policy & International Affairs Guide](#)

***Find Books at Princeton University Library***

[Library Web Site Search Box](#) or New Catalog (direct search)  
From the search box, enter your terms in All Search, view book results displaying in the first column (New Catalog). Locate books, videos, senior theses, journal titles, government documents, etc. [Renew Material](#) using [Your Account](#)

***Find Scholarly/Magazine Articles*** (Selected Resources)

[Library Web Site Search Box](#) or [Articles+](#) (direct search)

Enter search terms; article results appear in the second column when using the All search option. Access many full-text scholarly articles, reports, dissertations, newspaper articles, etc.

Check [Databases by Subject](#) for comprehensive coverage of resources

***Suggested Databases***

**Proquest Social Sciences**

Cross searches more than 30 databases in the social sciences, including EconLit, Worldwide Pol Sci Abstracts, PAIS, and more.

**Google Scholar**

Search across many disciplines for articles, theses, books, reports, etc.

### **Proquest Congressional**

Access to U.S. Congressional documents, including hearings, reports, legislation, etc. Includes Congressional Research Reports (CRS) from 1916+, Bills & Laws 1789+.

### **International Political Science Abstracts**

Access articles on politics and international

### **PolicyFile**

Access full-text content from public policy think tanks, university research programs, research organizations and publishers. Covers all aspects of public policy.

### **Data-Planet Statistical Datasets**

Access to economic, social, and political indicators. Includes IMF's International Financial Statistics, Direction of Trade (1980+), Balance of Payments, and Government Finance Statistics. Data is also accessible through **Data-Planet Statistical Ready Reference**.

### **Think Tank Search**

Search engine of think tanks from Harvard's Kennedy School of Government Library

### **IISS Armed Conflict Database** (must authenticate to use on or off campus)

Provides figures and summaries on international and internal armed conflicts in the world since 1960. Focus is on wars, terrorism, refugees and returnees, Internally Displaced Persons (IDPs), fatalities, etc.

### ***Find Newspaper Articles***

### **Guide to Newspaper Resources**

Links to extensive holdings of newspaper databases, including Lexis-Nexis, Factiva, Proquest Newsstand, Newsbank and more. Historical newspaper information included.

### **Lexis-Nexis Academic**

Provides full text of many major global, national, and regional newspapers.

### **New York Times**

**New York Times Digital Edition** (read free on your mobile device)

## [Wall Street Journal](#)

[Wall Street Journal \(Factiva\)](#) (last 2 weeks with images)

[Wall Street Journal \(Proquest Digital Microfilm Online\)](#) (2008+)

## [Financial Times](#)

[August 2004+ for FT.Com; 2005+ for newspaper](#) (access through FT.COM) [Registration required for premium account](#)

## [Washington Post](#)

Guide with links to current and historical full text online of the Washington Post.

[Economist.com](#) 1997+ [Historical Archive](#) covers 1843-2012

### ***Access to Princeton Senior Theses***

1. Search the [New Catalog](#) for author, title author, department or keyword term. Select the “senior thesis” filter in the left column, then add terms to the search box
2. Check [How do I find a Senior Thesis?](#) for more detail.

### ***Princeton Research Guides***

Check out the [Princeton Research Guides](#) which highlight important resources by topic. The guides are created by Library [subject specialists](#).

[Economics and Finance FAQs](#) Find sources for economics/finance questions

### ***Research Materials not available at Princeton University Library***

If you need materials that are unavailable at PUL, **DO NOT** leave it to the last minute.

Request books, videos, reports, etc.:

- First try [Borrow Direct](#) to request a book not owned by the Library or checked out to someone else. (BD is a group of ivy libraries that loan material to one another.)
- Use Interlibrary loan (ILL) if the item is not available on Borrow Direct.

Request Articles:

- [Request an article](#) not owned by the Library using [Article Express](#).

Recommendations for purchase, including data requests

- Contact a [Stokes librarian](#) who will consider purchase of materials based on subject and price.

[Using the Library from off campus](#)    [Setting up SRA](#)

### ***Evaluating your information sources***

Remember to **think critically** about the information sources that you are using. This is especially important for information you find on the web. Think about:

- Who produced the information – does it tell you? Are their credentials specified? Do they have expertise in the subject? Do they have a political/ideological bias?
- Ask yourself questions about the content – is it scholarly? Are the sources of the information clearly stated? Has the site been updated recently? Do the links work? Does it present only one side of an argument?
- Use web sources wisely and in conjunction with other scholarly online databases and materials in print.

[Harvard Guide to Evaluating Sources](#)