WOODROW WILSON SCHOOL

Guide
To
Junior & Senior
Independent Work

2013-2014

October 2013
Contents

Part I

Junior Independent Work

Deadlines 1
Goals 2
Elements of a Policy Paper 3
Briefing Memo 4
JP Grading Standards 5
Extensions and Late Penalties 6
Title Page Format 6

Part II

Senior Thesis

Deadlines 7
Goals 8
Developing your Topic 9
Thesis Organization 11
Thesis Proposal Form 12
First Semester Progress Report Form 12
Research Funding 12
Thesis Abstract 12
Thesis Binding and Submission 13
Lateness Penalties 13
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Extensions</td>
<td>13</td>
</tr>
<tr>
<td>Thesis Grading</td>
<td>14</td>
</tr>
<tr>
<td>Oral Examinations</td>
<td>16</td>
</tr>
<tr>
<td>Oral Exam Grading</td>
<td>16</td>
</tr>
<tr>
<td>Senior Thesis Prizes</td>
<td>17</td>
</tr>
<tr>
<td>Multiple Submission Regulation</td>
<td>18</td>
</tr>
<tr>
<td>Manuscript Instructions</td>
<td>19</td>
</tr>
<tr>
<td>Title Page Format</td>
<td>20</td>
</tr>
<tr>
<td><strong>Part III</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing &amp; Research Assistance; Interviewing &amp; Formatting Guidelines</strong></td>
<td>21</td>
</tr>
<tr>
<td>WWS Writing Adviser</td>
<td>22</td>
</tr>
<tr>
<td>Principles of Ethical Interviewing</td>
<td>22</td>
</tr>
<tr>
<td>Citations and Bibliography</td>
<td>23</td>
</tr>
<tr>
<td>Citation Manuals</td>
<td>23</td>
</tr>
<tr>
<td>Citation/bibliography Management Software</td>
<td>24</td>
</tr>
<tr>
<td>Legal Citation</td>
<td>24</td>
</tr>
<tr>
<td>Research Guide</td>
<td>24</td>
</tr>
</tbody>
</table>
Part I

Junior Independent Work
**Junior Independent Work Deadlines**

### FALL 2013

- **Junior Papers in Task Forces and Research Seminars Submitted to the Directors and Seminar Leaders**
  - **Tuesday, January 7, 2014**

  Extensions past January 7 may only be granted by the Dean of the student’s residential college.

- **Briefing Memos in Task Forces Submitted to the Directors**
  - **Tuesday, January 7, 2014**

- **Joint Final Report of the Task Forces Submitted to the Directors**
  - **Tuesday, January 14, 2014**

### SPRING 2014

- **Junior Papers in Task Forces and Research Seminars Submitted to the Directors and Seminar Leaders**
  - **Tuesday, May 6, 2014**

  Extensions past May 6 may only be granted by the Dean of the student’s residential college.

- **Briefing Memos in Task Forces Submitted to the Directors**
  - **Tuesday, May 6, 2014**

- **Joint Final Report of the Task Forces Submitted to the Directors**
  - **Tuesday, May 13, 2014**
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 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.)

- 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  This 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 in use of sources and data appropriate to the topic.
- Makes a thorough presentation of evidence and analysis for comparison of alternative options.
- Has recommendations that flow logically from analysis.

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

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

B to B-
This 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-
This paper demonstrates substantial flaws in logic, research, writing or understanding of the issue.

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

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

**Note:** The A+ grade is reserved for work of truly unusual quality. 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

University policy dictates that students who do not hand in their individual research papers on the due date will 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, the director of the WWS undergraduate program, and the seminar director. Approval may or may not be subject to late penalties assessed by the dean. Extensions granted for reasons of health or family emergency are not usually subject to penalties. Students who receive an F will have the option to submit the paper late and receive a second grade; the grade will be determined by the seminar director and not otherwise subject to penalties. Both grades will appear on the student’s permanent transcript.

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
# Senior Thesis Deadlines

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Proposal Form Due</td>
<td>Tuesday, October 1, 2013</td>
</tr>
<tr>
<td>You must submit your thesis proposal form, signed by your adviser, to the Undergraduate Program Office.</td>
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<tr>
<td>Fall Research Funding Applications</td>
<td>Wednesday, October 2, 2013</td>
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<tr>
<td>Applications due for fall break research funds.</td>
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</tr>
<tr>
<td>Winter Research Funding Applications</td>
<td>Friday, October 25, 2013</td>
</tr>
<tr>
<td>Applications due for funds for research to be conducted during the December break or intersession.</td>
<td></td>
</tr>
<tr>
<td>First Semester Progress Report Due</td>
<td>Wednesday, December 4, 2013</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 Due</td>
<td>Monday, March 3, 2014</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>
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<tr>
<td>Thesis Due</td>
<td>Wednesday, April 2, 2014</td>
</tr>
<tr>
<td>All students must submit a completed thesis to the Woodrow Wilson School Undergraduate Program Office by 4:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Oral Examinations</td>
<td>May 14-15, 2014</td>
</tr>
<tr>
<td>The University’s requirement for a senior comprehensive examination is satisfied in WWS by an oral examination based upon your thesis.</td>
<td></td>
</tr>
</tbody>
</table>
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 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 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.

Theses generally run about 100 pages and are rarely under 80 pages. No thesis should be longer than 125 pages, including appendices and footnotes. (This limit does not include the ancillary pages for the title, dedication, table of contents, abstract, bibliography and honor code statement.) Any pages after 125 may or may not be read by the second reader. A thesis longer than 125 pages will not be considered for WWS thesis prizes.
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 has funding available for thesis research. Research funding opportunities will be available on the University’s Student Activities Funding Engine, SAFE. Please refer to the Senior Thesis Deadlines on page 8 for application deadlines.

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. A thesis submitted after 4:30 p.m. will be subject to lateness penalties. Students must submit two hard-bound copies (with the student’s name, thesis title, and class on the outside cover) and an electronic copy that will be forwarded to Mudd Library. The hard-bound copies will be returned to the student after oral examinations.

The Program Office maintains a list of the copy centers in Princeton that do thesis binding. Remember, you are responsible for delivering your copy to the binder in time to meet the deadline for thesis submission.

**Lateness Penalties**

**Wednesday, April 2, 2014** is the thesis deadline for the Class of 2014. 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 7, 2014. 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 11, 2014. 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 15, 2014**. 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**

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 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.

The Faculty has published the following grading guidelines to aid readers in evaluating senior theses:

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

This thesis is competent but lacks one or more major qualities, such as a compelling research question, a thorough research effort, a persuasive analysis, or a fluid writing style.

C+ to C-

This thesis demonstrates substantial flaws in logic, research, writing or understanding of the issue.

D

This thesis demonstrates a significant lack of effort or substantial defects of quality or clarity. It may describe a topic but fail to present a research question or analysis. A thesis in this range will often be short and poorly written and rely on a limited range of sources.

F

This thesis demonstrates a complete lack of effort and no redeeming qualities. Factual mistakes and gaps in attention make the thesis incomplete even as a description of the topic. Ineffective writing prevents clear communication of ideas.

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.
**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).

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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**Data and Statistical Services**
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http://dss.princeton.edu/cgi-bin/dataresources/guides.cgi

Data and Statistical Services (DSS) is located on the A floor of Firestone Library at Princeton University. DSS offers resources and assistance in finding social science data.

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/
Stokes Library Website
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Other Key Guides

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http://libguides.princeton.edu/internationalecon
Sources for international economic macro-level statistics

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