



Princeton University
WOODROW WILSON SCHOOL
of Public and International Affairs
Undergraduate Program

Junior Paper Guidelines

Fall 2011

Revised July 2011

ABOUT THE GUIDELINES

The JP guidelines describe requirements for the preparation of the WWS junior paper. You are expected to be familiar with its contents. It will answer many of your questions and will help you avoid misunderstandings or complications as you engage in research and prepare the final paper. Of course, if you are uncertain about any aspect of the process, you should seek guidance as early as possible from your policy seminar director or the Undergraduate Program Office.

Contents

| | |
|--|-------------|
| ❖ <i>Page Limit</i> | <i>I</i> |
| ❖ <i>Elements of a Policy Paper</i> | <i>II</i> |
| ❖ <i>WWS Writing Advisor</i> | <i>III</i> |
| ❖ <i>Deadlines</i> | <i>IV</i> |
| ❖ <i>Extensions and Late Penalties</i> | <i>V</i> |
| ❖ <i>Briefing Memo</i> | <i>VI</i> |
| ❖ <i>Principles of Ethical Interviewing</i> | <i>VII</i> |
| ❖ <i>Citations and Bibliography</i> | <i>VIII</i> |
| ❖ <i>Manuscript Format & Sample Title Page</i> | <i>IX</i> |
| ❖ <i>Research Guide</i> | <i>X</i> |

I Page Limit

JP task force 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.)

II Elements of a Policy Paper

A policy paper is analytical, not descriptive. It does not simply offer facts or provide a description of events; rather it uses facts and descriptions to evaluate policies, to develop questions for analysis, to provide evidence for the answers to these questions, and to make recommendations for actions.

1. Define the problem/issue you are examining.
 - What is the evidence of the problem/ issue
 - What is its scope?
 - Why is it significant? (i.e. Why should we care about it)?
 - What are the consequences of not dealing with the issue?
 - What has been done about it?
2. 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.)
3. 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?
4. 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?
5. Beyond all else, think logically and write clearly and succinctly.

III Grading

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
 - makes a logical and thorough presentation of evidence and analysis
 - 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-
of the 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. 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.

In junior independent work, A's (A+, A, A-) shall account for less than 55 percent of the final grades given to all juniors in each Seminar. This policy does not cover senior commissioners.

IV Deadlines

- JUNIOR PAPERS AND BRIEFING MEMOS
SUBMITTED TO THE DIRECTOR

TUESDAY, JANUARY 10, 2012

Extensions past **January 10** may only be granted by the Dean of the student's residential college

- JOINT FINAL REPORT OF THE SEMINAR
SUBMITTED TO THE DIRECTOR

TUESDAY, JANUARY 17, 2012

V Extensions and Late Penalties

University policy dictates that students who do not hand in their individual research paper on **January 10**, will receive a grade of **F** for the task force 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 task force director**. Students who receive an F will have the option to submit the paper late and receive a second grade for the task force; the grade will be determined by the task force director and not otherwise subject to penalties. Both grades will appear on the student's permanent transcript.

Students who are granted an extension because of illness or family emergency will not be subject to departmental grade penalties. Students who are otherwise granted an extension will normally be subject to departmental penalties as follows:

One third of the paper grade will be deducted for each four days (or fraction of four days) that the paper is late. For example, the first four-day period, will cost one third of a grade (e.g. A+ is reduced to an A, an A to an A-, etc.). 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.). The deduction will continue until a grade of F is warranted.

VI WWS Writing Adviser

We strongly recommend that you meet regularly with the Woodrow Wilson School Writing Adviser, Steve Frakt, for assistance in conceptualizing and organizing your paper, developing your arguments,

and improving your writing. He can best help you if you meet with him early in (as well as throughout) the process, rather than waiting until your first draft is finished. You may schedule meetings on the sign-up sheets at his office (Robertson Hall 117) or via e-mail (sfrakt@princeton.edu).

VII Briefing Memo

You will be required to provide a briefing memo for your paper. 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 and should avoid abstract language, vague thoughts or emotional exhortations.

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.

VIII Principles of Ethical Interviewing

Princeton University has a legal responsibility to protect the interests of 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

Most interviewing done for independent work in the Woodrow Wilson School will easily meet the following guidelines. If you have any doubts about whether your research topic, methods of recruiting respondents, or interviewing procedures meet these guidelines, visit Princeton University's Institutional Review Panel for Human Subjects on the web at <http://www.princeton.edu:80/orpa/grants/irp.htm>. Further, you may wish to discuss your approach with your advisor, the WWS Undergraduate Office, or the Review Panel to ensure that you conduct your research in an ethical way that will avoid legal repercussions for Princeton University and yourself.

The following areas are the principal elements of the rights of human subjects:

1. Participation in research must always occur under conditions of informed consent. You should make clear your connection to the Woodrow Wilson School at Princeton, and the purpose of your research (i.e., junior paper). A researcher may not coerce respondents into participation in a study. It must be clear that participation is voluntary, that participation may cease any time the respondent desires, and, in particular, that the respondent need not answer a question if he/she would prefer not to. It should also be made clear to the respondent how his or her answers will be used in the research (quoted verbatim or paraphrased; identified by name or left anonymous). That participation is completely voluntary will generally be obvious to the respondent. When in doubt, however, you should inform the respondent of his or her right to decline cooperation.
2. Deception may not be used to obtain an interview. You may not, for example, make an appointment with a public official to discuss some policy when your real interest is to learn about his personal life.
3. The interview may not place the respondent at legal, social, economic or psychological risk. For example, information that might cause a respondent to be fired (“How did you use your unspent campaign funds?”) may be obtained only if your informant understands the implications of what he/she is saying. Potentially embarrassing questions should be put directly, so that their implications are clear to the respondent. Questions that the respondent has declined to answer should not be repeated in an insistent or demanding way. This is a matter of courtesy as well as ethical obligation.
4. It must be made clear to the respondent whether the interview will be confidential or whether he/she will be identified by name. If you promise confidentiality, you may give others access to your notes, transcripts or tapes only if they do not contain any identifying information. Descriptions of individuals in the finished product must not allow an informed reader to identify the respondent. Since a confidential interview precludes other scholars from knowledge of or access to your source, you must obtain the approval of your director prior to using this method.

IX 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. Further, you may list references by footnote, endnote or in-text citation. Footnote citations must appear on the same page and not at the end of the theses. You should consult with your advisor before making your choice.

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 manuals

Copies of these manuals are in the Stokes Library in Wallace Hall. They are located with other writing materials on top of the low reference shelf next to the computer terminals. They cover both electronic and paper sources. Please ask for help if you cannot locate them. The manuals are also available in other libraries on campus. You should check the PU Library catalog or the U Store, which 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. 15th ed. Chicago: University of Chicago Press, 2003.

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

Publication manual of the American Psychological Association. 5th ed. Washington, DC: APA, 2001.

You may also obtain information on citing sources at
<http://www.princeton.edu/~pressman/genref.htm#style>

When citing sources from the Internet you must cite the complete url. For example, If you use a policy brief from RAND cite the complete url – eg. <http://www.rand.org/publications/MR/MR1336/index.html>. It is NOT sufficient to just cite <http://www.rand.org>.

Legal citation

The Bluebook. 17th ed. Cambridge: Harvard Law Review Association, 2000.

Citation/bibliography management software

EndNote and Refworks are two citation managers that help you to keep track of the sources you are using for your research and your own notes about them. They will also format your references in a style that you choose. EndNote is available on the computers in the WWS computer clusters. Refworks is an internet based package available to the Princeton community at <http://www.refworks.com>. Instructions for using Refworks are available at <http://libweb.princeton.edu/libraries/firestone/genref/refworks.html>

For assistance or questions about citing sources contact The Stokes Library 5455.

X Manuscript Format

- 1) Use a 1.25 inch margin all around.
- 2) Double-space all text (except long quotations, footnotes and bibliography).
- 3) Number your pages.
- 4) 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).
- 5) Indent paragraphs and avoid paragraphs longer than a page.

Title page:

Task Force Number and Title

Name of Director

Title of Paper

Name of student

Date

Student Honor Code Pledge:

Research Guide

Start your research early!! Talk to your adviser and to librarians about your research!

<http://stokeslib.princeton.edu/ask.php>

You will need both primary and secondary sources of materials for your research that may include books, scholarly journals, data, federal, state and local government publications, personal interviews, newspapers, Internet resources, and research reports. Princeton University Library has extensive resources.

Make an appointment (<http://stokeslib.princeton.edu/ask.php>) with a Stokes librarian or just drop by to talk to one of the following librarians to discuss your research.

Donald E. Stokes Library, Wallace Hall

Public & International Affairs

Elana Broch ebroch@princeton.edu

Joann Donatiello jdonatie@princeton.edu

Nancy Pressman Levy pressman@princeton.edu

Population Research

Elana Broch ebroch@princeton.edu

Joann Donaitello jdonatie@princeton.edu

Firestone Library, Social Science Reference Center

Economics & Finance/Data Services

Politics

Bobray Bordelon, bordelon@princeton.edu

Todd Hines thines@princeton.edu

United Nations Documents/Sociology

Susan White, sbwhite@princeton.edu,

Law and Legal Studies

David Hollander dholland@princeton.edu

New Jersey Documents

Linda Oppenheim, lindao@princeton.edu

Latin American & Iberian Studies

Fernando Acosta-Rodriguez, facosta@princeton.edu

More Library Subject specialists

<http://library.princeton.edu/help/sub.php>

Research guides that will help you to get started:

Stokes Library Website

<http://stokeslib.princeton.edu/main.htm>

Public Policy Resources for WWS

<http://libguides.princeton.edu/policy>

Data and Statistical Services

<http://dss.princeton.edu/cgi-bin/dataresources/guides.cgi>

Data and Statistical Services (DSS) is a part of the Social Science Reference Center in Firestone Library at Princeton University. DSS offers resources and assistance in finding, using, and analyzing social science data to the current students, faculty, and staff at Princeton University only.

Other Key Guides

Basic Sources of International Economic Statistics

<http://libguides.princeton.edu/internationalecon>

Sources for international economic macro-level statistics

Basic Sources of United States Economic Statistics

<http://libguides.princeton.edu/econdomestic>

Basic sources of United States macroeconomic statistics

Economic and Financial Literature at Princeton University

<http://libguides.princeton.edu/econliterature>

Guide to finding economics and finance books, journals, and working papers

United Nations Search Guide

<http://www.princeton.edu/~sbwhite/un/generalun.html>

European Union Search Guide

<http://firestone.princeton.edu/docs/eu/>

United States Government Documents

<http://www.princeton.edu/~docs/uswebb.htm>

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 Internet. Think about:

- Who produced the information – what 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 Internet sources wisely and in conjunction with other scholarly electronic databases and materials in print

For additional information on evaluating information you find on the Internet look at the following sites:

Duke: <http://library.duke.edu/research/citing/>

Berkeley <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Johns Hopkins <http://www.library.jhu.edu/researchhelp/general/evaluating>

University of Maine: <http://library.usm.maine.edu/guides/webeval.html>

Legal Citations: <http://www.law.cornell.edu/citation/>

Suggested information sources for Public and International Affairs

The following sources are all available electronically here: <http://library.princeton.edu/catalogs/articles.php> unless otherwise indicated.

This is not meant to be a comprehensive list – there are many other sources.

ASK FOR HELP! <http://stokeslib.princeton.edu/ask.php>

Columbia International Affairs Online (CIAO)

CIAO is designed to be the most comprehensive source for theory and research in international affairs. It publishes a wide range of scholarship from 1991 up to the current date that includes working papers from university research institutes, occasional paper series from NGOs, foundation-funded research projects, and proceedings from conferences.

Congressional Research Reports (Gallerywatch or Lexis Nexis)

CRS is the non-partisan public policy research arm of the U.S. Congress that provides members and committees with in-depth, non-partisan analysis of legislative issues. GalleryWatch provides full text access to CRS reports and Electronic Briefing Books from 2003 to current, with indexing of reports going back to 1995.

CQ Electronic Library

Includes three major publications from Congressional Quarterly. *CQ Researcher* provides in-depth coverage and analysis of major issues before the U.S. Congress since 1991. *CQ Weekly* provides weekly coverage of U.S. Congress legislative news and analysis since 1983.

Econlit

Indexes international economic literature. Includes major journals, articles in collective volumes (essays, proceedings, etc.), books, full-text book reviews, dissertations, and working papers.

Google & Google Scholar (scholar.Google.com) or other Internet search engines

There is a great deal of information on policy issues published by research institutes, universities, lobby groups, think tanks, etc. available freely on the Internet.

For Google, try limiting your search by domain (**.gov or .edu or .org**)

(eg. “welfare reform” site:gov)

This search that will limit your results to information on government, university site or association, ngo, or igo web sites). Remember to evaluate carefully information found on the Internet.

Lexis-Nexis Academic

This service provides keyword searchable full-text documents from over 5,600 news, business, legal, medical and reference publications with a variety of flexible search options.

Lexis-Nexis Congressional

Congressional Universe is a comprehensive online resource providing access to Congressional hearings, public issues, legislation, legislative histories, and legal research.

Lexis-Nexis Statistical

Indexes statistical publications issued by (1) the U.S. government (ASI; 2004+ full text); (2) international and intergovernmental sources (IIS; 2007+ select full text); and state governments and private sources (SRI). Most sources are available in microfiche.

Main Catalog (Library Catalog) – finding books and other materials in the Princeton University Libraries

<http://catalog.princeton.edu/>

The library catalog is the place to start when researching any topic. Books will give you an overview of the issues involved. Remember that scholarly books also have bibliographies that can lead you to other sources.

National Journal

This database provides comprehensive politics and policy information including the National Journal, Almanac of American Politics, Markup Reports, Congress Daily and Poll Track.

PAIS (Public Affairs Information Service)

Dates of coverage: 1972 to the present.

Index to worldwide literature covering political, social and public policy issues including: population, population groups, demography, health conditions and policy, labor conditions and policy, social conditions and policy, etc.

PolicyFile

Dates of coverage: 1990 to the present

PolicyFile indexes and provides full-text links to publications addressing the complete range of public policy research with content from public policy think tanks, university research programs, research organizations and publishers.

Polling the Nations

A compilation of public opinion surveys conducted in the United States and more than 80 other countries from 1986 to the present.

RAND

<http://www.rand.org>

RAND is a non-profit think tank that provides research and analysis to further policy decision making. Areas of expertise include health, international policy, social welfare, population and regional studies, education and child policy.

Urban Institute

<http://www.urban.org>

The Urban Institute is a nonprofit, nonpartisan policy research and educational organization established to examine the social, economic, and governance problems facing the nation. It provides information and analysis to

public and private decision makers to help them address these challenges and strives to raise citizen understanding of the issues and tradeoffs in policy making.

The World Bank

<http://www.worldbank.org>

The World Bank web site includes recent research studies, descriptions of projects and programs supported by the Bank, and evaluations of completed projects and programs.

Worldwide Political Science Abstracts

Dates of coverage: 1975 to the present.

Index to international serials literature in political science and related fields, including international relations, law, sociology, economics, and public administration/policy. Includes journal articles, books and book chapters, dissertations, and reviews (book, film and software.)

Research materials not available at Princeton University Library

If you need research materials that are not available at PUL, try Interlibrary loan or Borrow Direct. Another option is to contact a Stokes Librarian, 258-5455, who will consider purchase of the materials based on their overall relevance to research at Princeton and the financial constraints of the library budget. **DO NOT** leave it to the last minute to obtain those materials.

Guides for including tables, charts, graphs, etc.

Tables, charts, graphs, etc.

Bigwood, Sally. *Presenting numbers, tables, and charts*. Oxford: Oxford University Press, 2003.
Stokes Library, Writing Shelf

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. "Communicating evidence visually." Chap. 15 in *The Craft of Research*, 2nd ed., Chicago: University of Chicago Press, 2003, pp. 241-262.

Stokes Library (SPIA), Q180.55.M4 B66 2003

Stokes Library, Writing Shelf

Leech, Thomas. "Visual Aids/Graphics: a Picture is Worth a 1000 Words, Maybe". Chap. 7 in *How to Prepare, Stage, and Deliver Winning Presentations*, 3rd ed., New York: AMA, 2004, pp. 121-163.

Stokes Library (SPIA), HF5718.22 L43 2004

Miller, Jane E. *The Chicago Guide to Writing About Numbers*. Chicago: U of Chicago Press, 2004.

Stokes Library (SPR), T11.M485 2004

Stokes Library, Writing Shelf

Tufte, Edward R. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press, 1983.

Stokes Library (SPIA), QA90.T83

Stokes Library, Writing Shelf