

Senior Thesis Manual

Woodrow Wilson School

Undergraduate Program

Class of 2012



ABOUT THIS MANUAL

This manual describes requirements and guidelines for the preparation of the WWS senior thesis. 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 manuscript. Of course, if you are uncertain about any aspect of the process, you should seek guidance as early as possible from your adviser or the Undergraduate Program Office.

Contents

Pages

<i>Deadlines</i>	5
<i>Seeking an Adviser</i>	6
<i>Thesis Proposal Form</i>	6
<i>First Semester Progress Report Form</i>	6
<i>WWS Writing Advisers</i>	6
<i>Developing your Topic</i>	7
<i>Thesis Organization</i>	8
<i>Thesis Abstract</i>	9
<i>Thesis Binding and Submission</i>	9
<i>Lateness Penalties</i>	9
<i>Emergency Extensions</i>	10
<i>Oral Examinations</i>	10
<i>Thesis Grading</i>	11
<i>Oral Exam Grading</i>	12
<i>Research Funding</i>	12
<i>Senior Thesis Prizes</i>	12
<i>Multiple Submission Regulation</i>	13
<i>Principles of Ethical Interviewing</i>	14
<i>Citations and Bibliography</i>	15
<i>Technical Guide for Manuscript Format</i>	17
<i>Research Guide</i>	19

Deadlines

Thesis Proposal Form Due

Monday, October 3, 2011

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

Research Funding

Tuesday, October 4, 2011

Applications due for funds for research to be conducted during the fall break.

Friday, October 28, 2011

Applications due for funds for research to be conducted during the December break or intersession.

First Semester Progress Report Due

Friday, December 2, 2011

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

Complete Draft Due

Thursday, March 1, 2012

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

Thesis Due

Tuesday, April 3, 2012

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

Oral Exam

May 16-17, 2012

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

Seeking an Adviser

Securing a senior thesis adviser is your personal responsibility. The thesis should be grounded in one or more of the academic disciplines represented by faculty members in the Woodrow Wilson School, such as economics, political science, psychology or sociology. You must have an adviser in sufficient time to approve your topic proposal form due on October 3rd. If you seek an adviser from another department, be aware that some departments have an earlier deadline for assigning advisers.

A list of potential advisers in the Woodrow Wilson School is available in the Program Office. For advisers in the Politics and Economics Departments, visit <http://web.princeton.edu/sites/politics/> and <http://www.econ.princeton.edu/>

Thesis Proposal Form

You must submit a thesis proposal form, signed by your adviser, to the Program Office by Monday, October 3rd. 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 by Friday, December 2nd. 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.

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 117 Robertson Hall) or via e-mail sfrakt@princeton.edu .

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 or policy conference, 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 Korean has created the opportunity for much closer Chinese-Japanese relations on a wide range of issues.

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. 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 Thursday, March 1st.** During March you should be revising, refining and rewriting as necessary.

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

1. What is my general area of research?
2. What have scholars and practitioners written about this topic?
3. What is my specific research question and hypothesis?
4. What evidence (and methodology) will I need to support my claim or answer my question?
5. Where will I find the evidence?
6. Do I have confidence in the validity of my sources?
7. 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 maintained on microfilm in Mudd Library.

A thesis should begin with an introduction to the policy issue and its context. A typical thesis will proceed to a discussion of how one of the social science disciplines (economics, politics, history, sociology, psychology) looks at 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. The next chapters typically describe your research findings, often as a narrative or in the form of case studies. The final chapters provide an analysis of your findings and draw the relevant policy conclusions. Again, you do not need to conclude with formal policy recommendations; if you chose 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.

(See the section “Technical Guide for Manuscript Format” for information on the placement of required elements of the thesis.)

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 Tuesday, April 3, 2012. 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 a third, unbound copy that will be forwarded to Mudd Library.

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

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 9, 2012. 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 13, 2012. 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 17, 2012. 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 May 7 may be granted by the Director of the Program. After May 7 (the Dean's date for the submission of senior independent work), 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.

Oral Examinations

The University's requirement for a senior comprehensive examination is satisfied in the Woodrow Wilson School by an oral examination based upon your thesis. The examinations have been scheduled for Wednesday, May 16, and Thursday, May 17. 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.

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.
- Any lateness penalty will then 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: <ul style="list-style-type: none">❖ is well organized and exceptionally well written❖ presents a clear articulation of a research question and hypothesis❖ provides background and descriptive material relevant to analysis❖ makes a logical and thorough presentation of evidence and analysis❖ demonstrates rigorous scholarship, first-rate research skills and sophisticated methodology❖ is intellectually original❖ draws conclusions that are logical outcomes of the analysis❖ makes a noteworthy contribution to a policy debate |
| A- | This thesis is a well-conceived work of solid scholarship, but does not evidence all of the qualities of an A effort. |
| B+ | This thesis is informative and generally well-written, but lacks some elements of originality, sophistication or rigor. |
| 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.
F	This 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.

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.

Research Funding

The Woodrow Wilson School has funding available for thesis research. Applications are available in the Undergraduate Program Office and dates for submission are listed in the Deadline Section of this manual.

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 submissions 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:** _____

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/orpa/irb.htm>. Further, you may wish to discuss your approach with your adviser, 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 or senior thesis). 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 thesis adviser prior to using this method.

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 of the thesis. 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 manuals

The Stokes Library in Wallace Hall has a copy of these manuals with the 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 – check the PU Library catalog. 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. 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://libguides.princeton.edu/online>

Click on style/citation manuals

Citation/bibliography management software

EndNote , Refworks and Zotero are three 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>. Zotero is a free service on the web (www.zotero.org).

Guide for WWS on Zotero, Refworks and Endnote
<http://libguides.princeton.edu/citations>

Using Endnote at Princeton:
<http://libguides.princeton.edu/endnote>

Using Refworks at Princeton
<http://libguides.princeton.edu/refworks>

Legal citation

The Bluebook. 17th 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>).

Technical Guide for Manuscript Format

- 1) Include the Honor Pledge, permission to reproduce, and your signature on the last page (see below).
- 2) 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.
- 3) Double-space all text (except long quotations, footnotes and bibliography).
- 4) Number your pages.
- 5) 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).
- 6) Indent paragraphs and avoid paragraphs longer than a page.
- 7) 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

- 8) 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:

TITLE OF THESIS

by

Name of Student

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.

Research Guide

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

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.

Public & International Affairs/Population Research

Donald E. Stokes Library, Wallace Hall

Nancy Pressman Levy pressman@princeton.edu

Elana Broch ebroch@princeton.edu

Joann Donatiello jdonatie@princeton.edu

Firestone Library, Social Science Reference Center

Economics & Finance/Data Services

Bobray Bordelon, bordelon@princeton.edu

Todd Hines thines@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-Rodrigues, 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 States Government Documents

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

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 – 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:

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

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

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

Major 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.

Select subjects such as Public Policy, Politics, Economic, Government documents, etc.

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

ASK FOR HELP!

Brookings Institution

<http://www.brookings.edu>

The Brookings Institution, one of Washington's oldest think tanks, is an independent, nonpartisan organization devoted to research, analysis, and public education with an emphasis on economics, foreign policy, governance, and metropolitan policy.

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.

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. *Encyclopedia of American government* offers thousands of concise, up-to-date explanations of the how, why and who of American government.

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 (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. To search these publications try limiting your search by domain (eg. **“welfare reform” (.gov or .edu. or .org)** is a search that will limit your results to information on government, educational, 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 State Capital

Search this database to find full-text of legislation, regulations, bills, statutes and constitutions, and, information about members of legislatures for all 50 states. Also includes discussions of policy issues facing the states.

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, **DO NOT** leave it to the last minute to obtain those materials. Your first option should be 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.

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

