

INTS495/POLS445 - Senior Seminar
Spring 2020
TuTh 2:00pm-3:22pm

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Course Overview

This course is a capstone course for Political Science and International Studies majors. It brings together and sums up your experience in both disciplines in terms of the knowledge, skills, and disposition formed throughout your academic experience over the past four or more years. As a result, in this final experience, you will demonstrate:

- **Communication Skills:** Students will be tasked with obtaining relevant research and synthesizing the research for an audience through written and oral communication.
- **Research Skills:** Students will be able to complete a research project following the stages of the scientific method.
- **Critical Thinking/Peer Review Skills:** Students will be able to peer review other students' research, which includes ability to critique each stage of the scientific method.
- **Future Preparation:** Students will demonstrate how the skills they have acquired can be utilized to achieve future academic or career goals.

One important task of a senior seminar course is preparation for the future, either in terms of a career, graduate school, or law school. Therefore, the assignment that you must satisfactorily complete in order to demonstrate future preparation is the completion of a curriculum vitae and law school application statement, curriculum vitae and graduate school application letter, or resumé and cover letter for a job.

The major task of a senior seminar course is to demonstrate to yourself, your colleagues, and your professors that you have acquired the requisite knowledge and skills to be awarded a Bachelor's Degree in International Studies or Political Science. The project that must be satisfactorily completed in order to demonstrate this knowledge is the completion and presentation of a final research project (i.e. Bachelor's thesis). It is important to note that the the point of this course is not to teach you how to conduct research. Conducting research is a skill that you should have already acquired prior to taking the final course of your undergraduate studies. That being said, we will spend the first third of the course reviewing research methodologies and the scientific method.

Course Objectives

This course is designed to be the capstone course of the student's Bachelor's degree in Political Science and International Relations. By completing the course, students will be better have the:

1. Ability to recognize and define the different methodological strategies and the scientific method.
2. Ability to synthesize content and research strategies to develop a research project (i.e. Bachelor's Thesis).
3. Ability to critically evaluate peers' research projects in accordance with the stages of the scientific method.
4. Ability to create a portfolio of materials for a successful career, graduate school, or law school application.

Peer-Review

As many of you are planning on attending law school, graduate school, or a career that involves collaboration, this course contains a significant emphasis on the importance of peer-review. Peer-review is a skill that should have been acquired up until this point. However, many undergrads have the habit of rubber stamping each other's work in order to avoid potential conflict. This course will contain exercises that allow you to practice and further develop this skill. Based on your future trajectory, there are different reasons to have an emphasis on peer-review. The stages, and the percentages of the overall course grades assigned to each stage, are listed below:

For those of you attending law school or graduate school, there will be an expectation that you critique your cohort's written work, cohort's statements in the classroom, and colleagues' research in the discipline. In addition, you will receive critiques from your coherent members and others in the discipline. There are two important aspects of these critiques to be cognizant. 1.) Do you have the ability to deliver criticism in an honest, straight-forward, and helpful manner? 2.) Are you able to synthesize the critiques of others and incorporate their critiques to make your work better? If you are able to answer both of these questions with an affirmative yes, the likelihood of your success in post undergraduate studies is higher.

For those of you moving onto a career, there is a strong likelihood that at some point throughout your career, if you have not already encountered it, you will have to interact with others. While you might not formally deliver or receive peer-reviews in a written manner, criticism is a common aspect of most careers - either from supervisors, subordinates, or clients/customers. For similar reasons, there are two important aspects of critiques to be cognizant. 1.) Do you have the ability to deliver criticism in an honest, straight-forward, and helpful manner? If not, you may end up working with people, or have people that are working for you, that do not perform the tasks of their job, which would make your job more difficult. 2.) Are you able to synthesize the critiques of others and incorporate their critiques to make your work better? If not, you may find yourself out of a job.

Course Requirements

Attendance/Participation

In order to circumvent any misunderstandings regarding this course, **you are required to complete a quiz dealing with the content of this syllabus**. The quiz can be attempted an unlimited number of times, cannot hurt your grade, and must be completed with a 100%. No content on Canvas will unlock until the quiz is completed. The point of the quiz is to ensure that you understand the guidelines and requirements for the class so that there is no possibility for complaints later.

Attendance in class is necessary in order to fully comprehend the material and develop the critical thinking skills that accompany class discussion. Class instruction includes a mixture of lecture and class discussion. If you do not attend class, it will be much harder to understand important concepts and ideas. That being said, I do not have an official attendance policy for the content specific weeks. If you miss class, your grades will suffer, but you will not lose points for Weeks 1-5. That being said, there are four weeks where attendance is mandatory (Weeks 6 & 7 and 12 & 13). Failure to attend any of the days in Weeks 6 & 7 will result in a loss of 10% of your grade for each day missed. Failure to attend all presentations in Weeks 12 & 13 will result in a complete loss of your Peer Review of Presentations/Defenses grade (-8%).

I expect that class reading will be done **prior to class**, and that students will come to class prepared with notes on the readings so that they can engage in discussion. **If you attend class and have not read for the week, you will be asked to leave class**. Class readings are intended to give you a baseline level of knowledge on a topic so that we can have a thorough discussion. Failure to read for the class discussion means that you do not have the baseline level of knowledge to engage, and usually leads to a situation where we need to catch students up on the material instead of engaging in a thorough discussion. A situation where we need to catch student up on the material because they have not completed the task assigned to them is not acceptable and not fair to the students that do follow directions.

Application Materials = 6%

One major task of a senior seminar course is preparation for the future, either in terms of a career, graduate school, or law school. Therefore, the assignment that you must satisfactorily complete in order to demonstrate future preparation is the completion of a curriculum vitae and law school personal statement, curriculum vitae and graduate school reasons statement, or resumé and cover letter for a job. The due date is listed on Canvas and in the course schedule. Your final grade on the assignment will be determined by both the grade that I assign and the grade that the peer-reviewer assigns. All materials must be uploaded to the Canvas discussion board for peer-review. Each option is listed below:

Graduate School Application Materials

For this task, you must:

- 1.) Create a curriculum vitae (CV) in which you indicate the skills and requirements you have obtained throughout your undergraduate studies. For example, you should indicate the degrees, minors, and specializations that you have obtained, your overall grade point average, any accomplishments you have achieved, and any extra curricular activities that you have participated in. For examples of CVs, you can explore academics' websites.
- 2.) Next, you need to identify a university and graduate program that would be a good fit for you based on your specialization interests and future career goals. The task requires that you research the institutional reputation of the university and delve into the program's strengths. The second step also requires that you identify potential professors that could advise/mentor your success in the program.
- 3.) Finally, you must create a "Reasons Statement" (sometimes known as a "Statement of Interest", "Letter of Intent", or "Statement of Purpose"). The reason statement should explain your reasons for pursuing graduate study, describe specific interests and your background in the field, list any relevant skills or training you have acquired, list relevant academic awards or honors you have received, and discuss any deficiencies that would exist in your application (such as a low grade in a methods course).

Law School Application Materials

For this task, you must:

- 1.) Create a curriculum vitae (CV) in which you indicate the skills and requirements you have obtained throughout your undergraduate studies. For example, you should indicate the degrees, minors, and specializations that you have obtained, your overall grade point average, any accomplishments you have achieved, and any extra curricular activities that you have participated in. For examples of CVs, you can explore academics' websites.
- 2.) Next, you need to identify a university and law program that would be a good fit for you based on your specialization interests and future career goals. The task requires that you research the institutional reputation of the university and delve into the program's strengths in terms of expertise.
- 3.) Finally, you must create a "Personal Statement" (sometimes known as a "Statement of Interest", "Letter of Intent", or "Statement of Purpose"). The personal statement should explain your reasons for pursuing law school, describe specific interests and your background in the field, list any relevant skills or training you have acquired, list relevant academic awards or honors you have received, and discuss any deficiencies that would exist in your application (such as a low grade in a law course).

Career Application Materials

For this task, you must:

- 1.) Create a resumé in which you indicate the skills and requirements you have obtained throughout your undergraduate studies. For example, you should indicate the degrees, minors, and specializations that you have obtained, your overall grade point average, any

accomplishments you have achieved, and any extra curricular activities that you have been participated in. In addition, you should indicate your previous work experience, which includes the tasks you performed and skills you obtained in those positions. There are an abundance of websites online that provide good examples of resumé's .

2.) Next, you need to identify a job listing on any of a number of job websites online that would be a good fit for you based on your specialization, interests, and future career goals. The task requires that you save the job advertisement for peer-review.

3.) Finally, you must create a Cover Letter (sometimes known as a "Statement of Application"). The Cover Letter should explain your reasons for pursuing the job, describe specific interests and your background in the field, list any relevant skills or training you have acquired, list relevant academic awards or honors you have received, and discuss any deficiencies that would exist in your application (such as not meeting the minimum years of experience).

Peer-Review of Application Materials = 6%

After the application materials are submitted, I will assign each student a different student's materials for peer-review. Students will be assigned based on the content of their application materials as best as possible (i.e. law school with law school, grad school with grad school, job with job). As the peer-reviewer you will provide the student with written feedback regarding grammar and content on their two pieces of material (CV and Reasons Statement, CV and Personal Statement, or Resumé and Cover Letter). The written feedback should be a minimum of 1.5 pages and should be uploaded or copy/pasted to the discussion board where the materials were originally uploaded. Along with your substantive written feedback, you will assign the student a grade for their application materials (out of the 6% the assignment is worth - for example 5/6).

How will you be graded for your peer-review? There will be two considerations when grading your peer-review.

1.) You will be graded based on the substantive content of your peer-review. Such considerations include a.) validity of the critiques, b.) whether you missed important critiques of the materials, and c.) whether suggestions were helpful.

2.) You will be graded based on your grade assessment. Many times students will assign grades that are too lenient or inaccurate based on the effort put forth. Therefore, you will lose points off of your peer-review grade as the grade you assigned deviates statistically from the grade I assign.

Bachelor's Thesis

The major task of a senior seminar course is to demonstrate to yourself, your colleagues, and your professors that you have acquired the requisite knowledge and skills to be awarded a Bachelor's Degree of International Studies or Political Science. The project that must be satisfactorily completed in order to demonstrate this knowledge is the completion and presentation of a final research project (i.e. Bachelor's thesis). Completion of the Bachelor's

Thesis will occur in a number of stages, and all but the first two stages will include a peer-review element.

Research Topic = 2%

You are required to post your research topic, along with a paragraph description (at least 4 sentences) on the discussion board. The research topic should be narrow enough that you have an idea about the types of keywords that could be used to find literature on the topic, but broad enough that you do not limit yourself too much in terms of the available literature. Your grade will be determined by my assessment of the clarity and fit of the research topic.

Good Example: Mass public's attitudes towards acceptance of climate change.

Too Narrow: Attitudes towards climate change impact in Italy among Monks in Indonesia.

Too Vague: The role of climate change in society.

Annotated Bibliography = 4%

You are required to complete an annotated bibliography on your research topic. Based on the instruction you receive, you should be able to find and evaluate 10 credible, peer-reviewed sources related to your topic of interest. Your task is to skim these sources and summarize the important qualities of the research in an annotated bibliography, which you can refer to later when creating your literature review for your final research paper. Your annotated bibliography will be graded based on the quality of the sources, assessment of the sources, and how well you follow the example that I post on Canvas.

What is an annotated bibliography?

- A paragraph summary of a peer-reviewed research article or book.

What should be included in the writeup?

- The overarching topic of the research.
- The specific research question under investigation.
- The hypothesis/es proposed for answering the question.
- The data or sources used to test the hypothesis/es.
- The method used to test the data or sources.
- The findings from the empirical test.
- Any deficiencies that exist in the research.

Research Question = 2%

Following successful completion of a review of the literature and creation of an annotated bibliography, you are required to submit a research question that is succinct and **testable**. Along with the research question you are required to write a summary of the research question that identifies the unit of analysis, independent variable(s), and dependent variable (and potentially control variables). The research question and summary should be posted on the discussion board in Canvas. Your final grade on the assignment will be determined by both the grade that I assign and the grade that the peer-reviewer assigns.

Testable, Good - Question: Did holding racist attitudes increase the likelihood that a person voted for Donald Trump in the 2016 Presidential Election?

Too Vague - Question: What impacted why someone voted for Trump in the 2016 election?

Too Narrow - Question: What effect did being a Costa Rican second generation U.S. citizen have on voting for Trump in the 2016 election?

Not Testable - Question: What impact will holding racist attitudes have on voting for Trump in the 2020 election?

Peer-Review of Research Question = 2%

You will be assigned a student's research question and provide a peer-review. The peer-review summary should be at minimum six sentences and should identify whether the research question is clear, variable identification is accurate (i.e. independent, dependent), variables are measurable, and the question is testable. Your peer-review should be posted on Canvas in the relevant discussion board. Along with your substantive written feedback, you will assign the student a grade for their assignment (out of the 2% the assignment is worth - for example 1.8/2).

How will you be graded for your peer-review? Two considerations:

- 1.) You will be graded based on the substantive content of your peer-review. Such considerations include a.) validity of the critiques, b.) whether you missed important critiques, and c.) whether suggestions were helpful.
- 2.) You will be graded based on your grade assessment. You will lose points off of your peer-review grade as the grade you assigned deviates statistically from the grade I assign.

Hypothesis = 2%

Following the successful drafting of a testable research question, you are required to submit a hypothesis that is succinct and **testable**. Along with the hypothesis you are required to write a summary of the hypothesis that identifies the unit of analysis, independent variable(s), and dependent variable (and potentially control variables). Further, you must write a 4-6 sentence paragraph indicating how you might test the hypothesis. The content should be posted on the discussion board in Canvas. Your final grade on the assignment will be determined by both the grade that I assign and the grade that the peer-reviewer assigns.

Testable - Hypothesis: As a voter's level of education increases, the likelihood that they are a conservative decreases.

Too Vague - Hypothesis: Education level is related to political ideology.

Not Testable - Hypothesis: A voter's engagement level with the material in their classes while obtaining a degree is related to their political ideology.

Peer-Review of Hypothesis= 2%

You will be assigned a student's hypothesis and provide a peer-review. The peer-review summary should be at minimum six sentences and should identify whether the hypothesis is clear, variable identification is accurate (i.e. independent, dependent), variables are measurable, and the hypothesis is testable. Your peer-review should be posted on Canvas in the relevant discussion board. Along with your substantive written feedback, you will assign the student a grade for their assignment (out of the 2% the assignment is worth - for example 1.8/2).

How will you be graded for your peer-review? Two considerations:

- 1.) You will be graded based on the substantive content of your peer-review. Such considerations include a.) validity of the critiques, b.) whether you missed important critiques, and c.) whether suggestions were helpful.
- 2.) You will be graded based on your grade assessment. You will lose points off of your peer-review grade as the grade you assigned deviates statistically from the grade I assign.

Research Thesis Proposal/Plan = 6%

The next task in the creation of your Bachelor's thesis is the submission of a well-articulated research thesis proposal/plan. The research thesis proposal/plan is due a full two months before the final Bachelor's Thesis is due. Therefore, there is more than enough time to circumvent any foreseen pitfalls and problems in the completion of your Bachelor's Thesis. Thus, you should pay particular attention to the feedback you receive in the peer-review process here. The research thesis proposal/plan will be graded based on how well you attend to the elements below, which must be included:

Elements of a Research Thesis Proposal/Plan:

- Introduction (3 paragraphs to 1.5 pages) - Must 1.) introduce topic, 2.) include succinct, testable research question, 3.) include clear, testable hypothesis.
- Overview of topic (1-2 pages) - Must 1.) include overview of the topic - including relevant definitions or facts, 2.) demonstrate the importance of investigating the topic.
- Literature Review/Theory (2-4 pages) - Must 1.) include more than 10 sources on the topic, 2.) be organized thematically based on topic, and not based on author or study, 3.) contain relevant information to your research question and topic (sections that are not related will hurt your grade), 4.) must provide an overarching explanation for the validity of your hypothesis.

- **Research Plan (3-6 pages)** (most important section) - Must 1.) indicate the data or sources that will be used in the thesis, 2.) indicate the methodology that will be used for testing the hypothesis and answering the research question, 3.) define/operationalize the independent variables and dependent variable, 4.) provide a concrete and realistic plan for using the data/sources and methods for successfully completing the project.

Peer-Review of Research Thesis Proposal/Plan = 6%

You will be assigned a student's research thesis proposal/plan and provide a peer-review. The peer-review summary should be a minimum of 2.5 pages. You should discuss each of the 4 sections that I have outlined above using headings in your summary. You should pay particular attention to, and direct the majority of your effort on, the Research Plan (minimum 1.5 pages). Your peer-review should be posted on Canvas in the relevant discussion board. Along with your substantive written feedback, you will assign the student a grade for their assignment (out of the 6% the assignment is worth - for example 4.5/6).

How will you be graded for your peer-review? Two considerations:

- 1.) You will be graded based on the substantive content of your peer-review. Such considerations include a.) validity of the critiques, b.) whether you missed important critiques, and c.) whether suggestions were helpful.
- 2.) You will be graded based on your grade assessment. You will lose points off of your peer-review grade as the grade you assigned deviates statistically from the grade I assign.

Rough Draft = 8%

The rough draft of your Bachelor's Thesis must be a **completed** draft. If the draft is not completed (i.e. sections missing), you will receive no credit for the assignment. It is not fair to other students to have to provide a comprehensive review of an incomplete thesis. The thesis must contain all of the elements that the research thesis proposal/plan included with the exception of the research plan section (Introduction, Overview of Topic, and Literature Review/Theory). That being said, the introduction should also include a statement about your findings or the novel aspects of your research. Further, you must have the final sections of the thesis completed:

Additional Sections of the Thesis Rough Draft that must be included:

- **Methodology (2-4 pages)** - Must 1.) discuss the data being used and why, 2.) indicate the method being utilized, 3.) provide a defense for the use of the methodology, 3.) Convey the measurement of variables and provide a discussion of the measurement.
- **Analysis (4-7 pages)** - Must 1.) empirically test the hypothesis, 2.) convey to the reader the results, 3.) use tables and visuals to clarify results to the reader, 4.) thoroughly explain the substantive results, as well as provide a discussion of the overarching importance of the results.
- **Conclusion (2 pages)** - Must 1.) restate the research question, 2.) restate the hypothesis, 3.) summarize the methods and data, 4.) summarize the results, 5.) discuss importance of the study, 6.) discuss limitations of the study.

Peer-Review of Rough Draft = 8%

You will be assigned a student's research thesis rough draft and provide a peer-review. The peer-review summary should be a minimum of 4 pages. You should discuss each of the 6 sections that I have outlined above using headings in your summary. You should pay particular attention and effort on the Methodology and Analysis sections (minimum 2 pages). Your peer-review should be posted on Canvas in the relevant discussion board. Along with your substantive written feedback, you will assign the student a grade for their assignment (out of the 8% the assignment is worth - for example 6/8).

How will you be graded for your peer-review? Two considerations:

- 1.) You will be graded based on the substantive content of your peer-review. Such considerations include a.) validity of the critiques, b.) whether you missed important critiques, and c.) whether suggestions were helpful.
- 2.) You will be graded based on your grade assessment. You will lose points off of your peer-review grade as the grade you assigned deviates statistically from the grade I assign.

Thesis Presentation/Defense (Audience = 8% + My grade 10% = 18%)

The Thesis Presentations/Defense will occur during the final two weeks of class instruction. The presentations will be open to the public and anyone can be a member of the process. In addition, faculty from the Politics, Philosophy, and Law Department will join in the process and assess your performance in the defense, as well as ask questions about your research. Your presentation grade is dependent on five criteria, listed below:

Thesis Presentation/Defense Grading Criteria:

- Timing - You will have 12 minutes to present your research. A deviation of more than a minute less or more will lead to a decrease of one letter grade for each minute. Therefore, you should practice your presentation/defense and be prepared.
- Clarity - The presentation must be clear and concise for the audience. There should be very minimal reliance on readings notes, talking to the slides, or use of the words "um" or "uh". Again, the audience should get the impression that the presentation has been practiced and perfected.
- Content - You will be assessed based on your ability to convey the important content in the 6 sections of your Bachelor's Thesis (1. introduction, 2. overview of topic, 3. literature review/theory, 4. methodology, 5. analysis, 6. conclusion).
- Specific Content - You will be assessed based on your ability to convey a succinct research question and clear hypothesis. The audience will be asked whether they can state your research question and hypothesis when assessing your performance.
- Criticism - After you present your Bachelor's Thesis without interruption, the floor will be opened up for questions from your colleagues, professors, or additional audience members. You will be assessed based on how well you attend to the questions or criticisms of the audience.

Peer-Review of All Thesis Presentations/Defenses = 8%

As a participant in the Bachelor's Thesis defense, you will be provided a grading sheet for all of the presentations. You will grade each of the students based on the five Thesis Presentation/Defense Grading Criteria above. In particular, you will be provided a grading sheet where you rate the performance of each student on each of the five criteria. Then, on the grading sheet you will sum up the score on the grading sheet and provide your peer-review grade. (out of the 8% the assignment is worth - for example 6/8).

How will you be graded for your peer-review?

1.) You will be graded based on your grade assessments. You will lose points off of your peer-review grade as the average grade that you assigned to your peers deviates statistically from the average grade I assigned.

Bachelor's Thesis - Final Draft = 20%

The final version of the Bachelor's Thesis is due the first day of final exams (see, Course Schedule). Since the amount of time that is left for grading a project of this magnitude is limited, any Bachelor's Thesis that is submitted late will receive an automatic zero. Your final Bachelor's Thesis will be graded based on three macro criteria.

Grading Criteria:

- The overall quality of the work that has been completed with a focus on all 6 sections of the thesis.
- How well you incorporated the critiques and suggestions you received from your peer-reviewer into the final product.
- How well you incorporated the critiques and suggestions you received during your presentation/defense into the final product.

Late Work

Since almost every assignment has a peer-review element, late work is not accepted. It would not be fair to students peer-reviewing the work to allow late work because it would give them less time to complete their peer-review. Theoretically, this is the last class of your undergraduate career. If you cannot turn in work on time at this point, then you do not deserve a passing grade. All of the assignment due dates, criteria for completion, and full explanation are provided well ahead of time. In addition, all of the assignments can be turned in electronically on Canvas without physically being in class. Given all these facts, there is absolutely no excuse for late work. **Do not ask!**

Grading Scale

NOTE: In cases in which a student is on the borderline between grades (e.g., 91.5), I will always round up to the higher grade, provided that you have attended class regularly and

Grade	Percentage
A	= 92% - 100%
A-	= 90% - 91%
B+	= 88% - 89%
B	= 82% - 87%
B-	= 80% - 81%
C+	= 78% - 79%
C	= 72% - 77%
C-	= 70% - 71%
D+	= 68% - 69%
D	= 62% - 67%
D-	= 60% - 61%
F	= below 60%

engaged in regular and active participation in class.

If you have any questions about grading policy in general, or any questions about any particular grade you received, please come see me in my office. I will be more than happy to discuss your grade with you and find ways in which your work can be improved and your grade raised.

Academic Dishonesty

I take plagiarism extremely seriously. Let it be noted for the record that cheating in any form will not be tolerated. Anyone caught cheating on an examination will be punished according to University guidelines. In addition, if a paper is handed in without any citations, improper citations, or plagiarized material the paper will receive a zero, and you will be referred to the university for disciplinary action. I will assume that you either copied the material or did not complete the assignment as was required. Please consult the section on student academic dishonesty in the Student Guidebook for a listing of the practices that may be considered cheating.

It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu

Required Reading

There are no books to buy for this course. Readings will be posted on Canvas.

Class Schedule

NOTE: Reading for a particular day should be done before attending class on that particular day. If you have not completed the reading for the day, you will be asked to leave, as you are not prepared to engage in discussion.

Part I - Introduction to Social Science

Week 1: Feb. 4 - Feb. 6

Syllabus

Student introductions

Topic: *Introduction & Social Scientific Methods*

Week 2: Feb. 11 - Feb. 13

Topic: *Annotated Bibliographies, Literature Reviews, & Research Questions*

Read: *skim* Galvin and Galvin (2017); Barakso, Sabet, Schaffner (2014), Ch 2; Johnson, Reynolds, Mycoff (2016), Ch 4; Graham (2012)

Research Topic Due: Feb. 13 at Noon

Part II - Political Science Research Methodologies

Week 3: Feb. 18 - Feb. 20

Topic: *Quantitative Methods*

Read: Murphy (1997); Barakso, Sabet, Schaffner (2014), Ch. 6; Johnson, Reynolds, Mycoff (2016), Ch 11, 12 & 14; Dolan and Hansen (2020); Gelman and Romero (2010)

Annotated Bibliography: Feb. 18 at Noon

Research Question Due: Feb. 20 at Noon

Week 4: Feb. 25 - Feb. 27

Topic: *Qualitative Methods (MSS Design, Case Studies, & Interviewing)*

Read: Lim (2006), 31-62; Barakso, Sabet, Schaffner (2014), Ch. 7; Johnson, Reynolds, Mycoff (2016), Ch 10; Levy (2008)

Peer Review of Research Question Due: Feb. 25 at Noon

Hypothesis Due: Feb. 27 at 10pm

Part III - Future Career Plans

Week 5: Mar. 3 - Mar. 5

Topic: *Curriculum Vitae, Grad/Law School Applications, & Job Applications*

Read: Alred, Brusaw, and Oliu (2008), 38-42, 473-491; Yale (2020); University of Chicago (2020)

Peer Review of Hypothesis Due: Mar. 3 at Noon

Research Thesis Proposal/Plan Due: Mar. 5 at 10pm

Part IV - Research Thesis Workshops

Week 6: Mar. 10 - Mar. 12

Topic: *Thesis Project Workshop*

Peer Review of Thesis Proposal/Plan Due: Mar. 10 at Noon

Week 7: Mar. 17 - Mar. 19

Topic: *Thesis Project Workshop*

Spring Break: Mar. 24 - Mar. 26

Part V - Individual Research Thesis Work

Week 8: Mar. 31 - Apr. 2

Topic: *Individual Research Thesis Work*

Application Materials Due Apr. 2 at Noon

Week 9: Apr. 7 - Apr. 9

Topic: *Individual Research Thesis Work*

Peer Review of Application Materials Due Apr. 7 at Noon

Week 10: Apr. 14 - Apr. 16

Topic: *Individual Research Thesis Work*

Week 11: Apr. 21 - Apr. 23

Topic: *Individual Research Thesis Work*

Rough Draft of Thesis Due Apr. 21 at Noon

Peer Review of Rough Draft of Thesis Due Apr. 27 at Noon

Part VI - Thesis Presentations/Defense

Week 12: Apr. 28 - Apr. 30

Thesis Presentations/Defense

Week 13: May 5 - May 7

Thesis Presentations/Defense

Thesis Due: May 12th at Noon