

**PSCI 415 Senior Seminar  
Fall 2022**

**Class and Assignment Schedule**

8-31 7 PM Get acquainted; course outline; discussion of individual topics  
*Focus: What is your topic? What makes a good one?*

Process reading: Baglione, *Writing a Research Paper*, 1-23

9-6 **ASSIGNMENT DUE: ONE PAGE DESCRIPTION OF YOUR TOPIC (on Google)**  
**(why it is interesting and important to you?; why it might be potentially so to others?)**

9-7 7 PM *Focus: What is a research question? What makes a good one?*

Process reading: Baglione, *Writing a Research Paper*, 24-40

Content reading: Model research question

Rogan Kersh and James Morone, "How the Personal Becomes Political: Prohibitions, Public Health, and Obesity," *Studies in American Political Development* 16 (Fall 2002): 162-175

9-12 **ASSIGNMENT DUE: ONE PAGE STATEMENT OF YOUR RESEARCH QUESTION**  
**(on Google)**  
**(why it is puzzling given what we know?; how might an answer advance theory or policy?)**

9-14 7PM *Focus: Using an annotated bibliography to frame your question-What is the debate?*

Process reading: Baglione, *Writing a Research Paper*, 41-73

Content reading: Model debate framing

Martha Finnemore, "Norms and War: The International Red Cross and the Geneva Convention," 69-88 in *National Interests and International Society*

9-19 **ASSIGNMENT DUE: TWO PAGE ANOTATED BIBLIOGRAPHY (on Google)**  
**(what do the authors argue? how do they contribute to the debate over the question?)**

9-21 7 PM *Focus: Literature review-The discussion of independent variables and "they say"*

Process reading: Baglione, *Writing a Research Paper*, 75-91

Content reading: Model literature review

Bo Rothstein, "Labor-market Institutions and Working-Class Strength," 33-56 in *Structuring Politics: Historical Institutionalism in Comparative Analysis*

9-26 **ASSIGNMENT DUE: TWO PAGE LITERATURE REVIEW (on Google)**  
**(how do the different schools answer your question? strengths and weakness of each?)**

9-28 7 PM *Focus: What is your thesis/hypothesis?*

Process reading: Baglione, *Writing a Research Paper*, 93-108

Content reading: Model thesis/hypothesis  
Rogers Brubaker, *Nationalism Reframed*, 13-26

10-3 **ASSIGNMENT DUE: ONE PAGE EXPLANATION OF YOUR THESIS/HYPOTHESIS (On Google)**  
**(what is your argument? what are the empirical/unexpected patterns it exposes?)**

10-5 6 PM *Focus: How will your research design/case selection help verify your claims?*

Process reading: Baglione, *Writing a Research Paper*, 121-153  
Content reading: Model research design  
Ann-Marie Szymanski, *Pathways to Prohibition*, 1-20; 153-181

10-11 **ASSIGNMENT DUE: TWO PAGE EXPLANATION OF YOUR RESEARCH DESIGN/CASE SELECTION (on Google)**  
**(how will your evidence/cases shield you from doubts about the validity of your findings?)**

10-12 6 PM *Focus: How will you analyze and assess your findings?*

Process reading: Baglione, *Writing a Research Paper*, 155-174  
Content reading: Model assessment  
Marie Gottschalk, “‘It’s the Health-Care Costs, Stupid!’: Ideas, Institutions, and the Politics of Organized Labor and Health Policy in the United States,” *Studies in American Political Development* 14 (Fall 2000):234-252

10-13 / 10-17 Mandatory individual conferences: Select an hour time slot

10-18 **DUE: FIRST ROUGH DRAFT** (paper version due in the box outside my office)

10-19 6 PM Informal presentations I: (10 minutes including a title, introduction, and conclusion)

Process reading: Baglione, *Writing a Research Paper*, 175-190

10-26 6 PM Informal presentations II: (10 minutes including a title, introduction, and conclusion)

11-2 No class session: Mandatory individual conferences: Select a half-hour time slot

11-9 No class session: Optional individual conferences: Select a half-hour time slot

11-14 **DUE: SECOND ROUGH DRAFT** (paper version due in the box outside my office)

11-16 6 PM Formal presentations in class (yes, you dress formally, stand in front, and have a handout)

11-23 Thanksgiving break

- 11-30 6 PM Formal presentations in class (yes, you dress formally, stand in front, and have a handout)
- 12-7 6 PM Formal presentations in class (yes, you dress formally, stand in front, and have a handout)
- 12-9 **DUE: PENULTIMATE DRAFT** (if you get it to me on paper, I will make comments)
- 12-19 **DUE: FINAL DRAFT** (paper version due in the box outside my office)

### **Class Reading**

Readings from the following texts can be found on our class Moodle page.

- Martha Finnemore, *National Interests and International Society* Cornell: Cornell University Press, 1996
- Marie Gottschalk, ““It’s the Health-Care Costs, Stupid!”: Ideas, Institutions, and the Politics of Organized Labor and Health Policy in the United States,” *Studies in American Political Development* 14 (Fall 2000):234-252
- Rogan Kersh and James Morone, “How the Personal Becomes Political: Prohibitions, Public Health, and Obesity,” *Studies in American Political Development* 16 (Fall 2002):162-175
- Ann-Marie E. Szymanski, *Pathways to Prohibition: Radicals, Moderates, and Social Movement Outcomes* Durham: Duke University Press, 2003
- Bo Rothstein, “Labor-Market Institutions and Working Class Strength” 33-52 in Sven Steinmo, Kathleen Thelen, and Frank Longstreet, Eds. *Structuring Politics: Historical Institutionalism in Comparative Analysis* Cambridge: Cambridge University Press, 1992

### **Required Text**

Lisa A. Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* 3<sup>rd</sup>. Ed. Los Angeles: Congressional Quarterly Press, 2016

### **Social Contract**

Students must complete six class assignments and two rough drafts besides the final paper. These assignments build cumulatively and will make completing each additional step comparatively easier. **This class focuses on conducting and writing research as a process; mind the steps, master the process, and the results will follow.** The class assignments are due as Google docs on the Monday after the reading. All drafts, including the last, must be handed in on paper, stapled and with page numbers.

Students will also present their research project twice to the class, once informally and once formally at the end of the semester. Since the formal presentation is a dress rehearsal for ones you will make later in life, please take them seriously: dress professionally and, as a matter of courtesy, attend your peers’ presentations. Aim for a 12-minute presentation and be prepared for a 5 minute question and answer session to follow. Be ready to ask at least one question of each peer presentation.

Your final draft should be between 20-25 pages and include a full bibliography following the citation format of your choice. If you have no preference, I suggest that you use APA.

Course grades will be determined as described below:

Class Assignments	30% (six assignments 5% each)
Presentations	20% (informal 5%; formal 15%)
Drafts	40% (rough drafts 5% each; final 30%)
Class Participation	10% (including two individual conferences)

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*Illinois Wesleyan University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health and chronic or temporary medical conditions), it is your responsibility to register with Accessibility Services. Please note that accommodations are not retroactive and accommodations cannot be provided until I receive an email from Accessibility Services. Once the email is sent, please make arrangements with me as soon as possible to discuss your accommodations confidentially so they may be implemented in a timely fashion. For more information, contact Accessibility Services by visiting 110 Holmes Hall or email Jasmine Howe at [jhowe@iwu.edu](mailto:jhowe@iwu.edu).*