

**Department of Politics  
Princeton University**

## **A GUIDE TO INDEPENDENT WORK 2012-2013**

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## **PORTRAIT OF THE DISCIPLINE**

Independent work in Politics is concerned with the real world issues that face individuals, communities, and nations. Some people come to politics because they are curious or concerned about a problem or issue that involves power, people, and their governments: war, poverty, bigotry, degradation of the environment. Some are fascinated by how governments work, how people reason about collective problems, or how historical forces shape political outcomes. Others find that they have a taste for political action themselves — an urge to be at the center of world events, to persuade, to bargain, to carry the day for their side. Students of politics search for systematic and reliable knowledge of what is politically possible — of what can be done and under what circumstances. This leads them to construct tentative explanations and models of political events, refining and generalizing such explanations, and testing them against experience. Potentially, all human history may be relevant to the search for political understanding.

### **Overview of Independent Work in Politics**

All Princeton undergraduates are required to complete substantial independent research as part of their studies. In Politics, this takes the form of two junior papers, one each in the fall and spring semesters, and a year-long senior thesis. Each project requires the student to design a plan of academic research and complete a piece of writing that is of substantial scholarly quality.

The fall junior paper is completed as part of a junior workshop, in which students receive group instruction and individual advising. The junior paper in the spring term is written under the supervision of a faculty adviser.

The senior thesis is also developed and completed under the supervision of a faculty adviser.

Independent work in the Department of Politics is conducted both across and within the traditional sub-fields of political science: American Politics, Comparative Politics, International Relations, and Political Theory.

### **American Politics**

American Politics focuses on the U.S. political system and includes the study of the development of the American system of governance, American political institutions, the attitudes and behaviors of U.S. residents, and the relationship between institutions and people.

An undergraduate specializing in American Politics should develop competence in more than one of the following core areas: political institutions, political behavior, and American political development and Public Law. In preparation for a successful senior thesis, it is often a good idea, however, to focus on building special expertise in one particular area or the intersection of two related areas. Undergraduates whose primary field is American Politics should aim to take at least two 300-level courses in American Politics by the end of their junior year. American

Politics students who choose to use statistical analysis in their senior thesis are encouraged to gain the necessary skills by taking POL 345 and POL 346. Those with interest in applying formal models to topics of American Politics should take POL 347.

## Comparative Politics

Comparative Politics is a sub-field in which students investigate the similarities and differences in patterns of politics around the world. Among the many questions addressed by scholars of Comparative Politics include: Why are some countries more democratic than others? What role does the state play in economic development? What are the determinants of violence and economic growth? How do different party systems form and with what consequences for the representation of interests? What causes revolutions, and what factors lead to effective government? Unlike the sub-field of International Relations, which focuses on the interactions between states, Comparative Politics tends to address what happens *within* states (while also recognizing that politics are shaped by various trans-national influences such as colonialism, the Cold war, and globalization).

The Comparative Politics faculty at Princeton encourages students to develop research questions related to major scholarly debates, while also having sufficient historical grounding in particular places and world regions to be able to carry out substantive research for independent work.

## International Relations

The field of International Relations includes the study of interaction between states, international law, non-state actors (i.e. Amnesty International, multinational firms, terrorists), and market forces. To prepare for writing a senior thesis, students should consider taking advanced seminars. For example, a student who expects to write a thesis about U.S. alliance strategies in East Asia might take POL240 Intro IR, POL385 IPE, and POL392 American Foreign Policy as foundation courses and pursue more advanced studies by taking POL393 Grand Strategy and POL462 IR East Asia.

## Political Theory

Political theory is the study of the concepts and principles that people use to describe, explain, and evaluate political events and institutions. It explores the nature of justice, democracy, power, and other key ideas, developing frameworks for thinking evaluatively about pressing issues of politics and public policy of the day.

Traditionally, the discipline of political theory has approached this study from two different perspectives: the history of political thought, and contemporary political philosophy. An undergraduate specializing in political theory will ideally develop competence in both areas, and do so by progressing through the courses offered.

Engaging actively in a range of the courses offered through this sub-field of political science is excellent preparation for independent work in political theory. Writing about questions raised by

the classic texts of political theory, or about questions arising in contemporary normative debates, is both a feasible and a rewarding choice for independent work. Faculty members in political theory are experienced and enthusiastic supervisors of both junior papers and senior theses.

## Goals of Independent Work

By the time they graduate, concentrators in the Department of Politics are expected to have the ability to define a significant political question or problem and to answer it through a process of systematic research which may, depending on the nature of the topic selected, involve reading primary and secondary literature or original documents, interviewing, or compiling and analyzing statistical data.

In particular, students are expected to demonstrate the following skills:

- define a significant question within the field of political science
- formulate a hypothesis
- gather and assess evidence
- review critically the work of others on this subject
- evaluate alternative methods of inquiry
- critically review their own arguments
- relate their findings and conclusions to a larger political context of issues

## Important Dates

The following are important 2012-2013 dates for Politics concentrators and prospective students.

Monday 9/10/2012	9:30 a.m.- 12:00 p.m.	<b>Academic Expo for Freshman</b> Frick Atrium
Thursday 9/13/2012	4:30 p.m.	<b>Mandatory Junior Class Meeting</b> McCormick 101
Thursday 9/20/2012	4:30 p.m.	<b>Mandatory Senior Class Meeting</b>  McCormick 101
Tuesday 10/2/2012	4:30 p.m.	<b>Politics Study Abroad Information Session</b> Corwin 127
Thursday 10/4/2012	5:00 p.m.	<b>Name of Senior Thesis Adviser Due</b> Seniors must e-mail the name of their Thesis Adviser to <a href="#">Gayle Brodsky</a> , along with a copy to adviser.
Monday 10/8/2012	10:00 a.m.	<b>Senior Thesis Research Funding Application Deadline - seniors</b> At 12:00 p.m. on Friday, 9/28, the application will be made available online ( <a href="http://www.princeton.edu/odoc/">http://www.princeton.edu/odoc/</a> ) by the Office of the Dean of the College. The deadline to apply is 10:00 a.m. on Monday, 10/8.
Monday 11/26/2012	5:00 p.m.	<b>Drafts of Fall Junior Paper Due to Workshop Leaders</b> Advisers are not obligated to give comments on these preliminary drafts if they are submitted after the deadline.
Tuesday 1/8/2013	4:00 p.m.	<b>Fall Junior Paper Due</b>

Thursday 2/14/2013	5:00 p.m.	<b>Name of Spring Junior Paper Adviser Due</b> Juniors must e-mail the name of their Spring Junior Paper Adviser to <a href="#">Gayle Brodsky</a> , along with a copy to adviser.
Monday 3/4/2013	5:00 p.m.	<b>Drafts of Senior Theses Due to Thesis Advisers</b> Advisers may not be able to give the same attention to thesis drafts submitted after this deadline.
Friday 3/29/2013	5:00 p.m.	<b>Drafts of Spring Junior Paper Due to Advisers</b> Advisers are not obligated to give comments on these preliminary drafts if they are submitted after the deadline.
Monday  4/1/2013	11:59 p.m	<b>Senior Thesis Research Funding Application Deadline - juniors</b>  On Monday, 2/18, the application will be made available online via SAFE ( <a href="http://www.princeton.edu/studentfunding/">http://www.princeton.edu/studentfunding/</a> ). The deadline to apply is 11:59 p.m on Monday, 4/1.
Wednesday 4/3/2013	4:00 p.m.	<b>Senior Theses Due</b> Two bound copies of the senior thesis must be received and logged into the Politics Department office (Corwin 130) no later than 4:00 p.m. with the pledge signed on each. <u>One</u> electronic copy of the thesis in PDF format must also be uploaded online for Mudd Library archiving purposes.
Wednesday 4/3/2013	11:59 p.m.	<b>Summer Internship Funding Application Deadline - juniors</b>  On Monday, 2/18, the application will be made available online via SAFE ( <a href="http://www.princeton.edu/studentfunding/">http://www.princeton.edu/studentfunding/</a> ). The deadline to apply is 11:59 p.m on Wednesday, 4/3.
TBA	TBA	<b>Sophomore Open House</b> Corwin 127

Tuesday 5/7/2013	4:00 p.m.	<b>Spring Junior Paper Due</b>
Wednesday 5/15/2013	9:00 a.m.- 5:00 p.m.	<b>Senior Comprehensive Exam Available</b>
Thursday 5/16/2013	9:00 a.m.- 5:00 p.m.	<b>Senior Comprehensive Exam Due</b> The exam is due back 24 hours after it was logged out, with all exams due by 5:00 p.m.
Monday 6/3/2013		<b>Class Day</b>
Tuesday 6/4/2013		<b>Commencement: Class of 2013</b>



## Junior Independent Work

The fall junior paper is completed as part of a junior workshop, in which students receive group instruction and individual advising. The junior paper in the spring term is written under the supervision of a faculty adviser.

### Junior Workshops

Junior workshops are research-oriented workshops conducted in the fall semester. Workshops are led by a faculty member and structured around a particular topic in political analysis. The faculty member provides the workshop participants -- a small group of juniors whose research interests focus on areas related to the workshop's topic -- with guidance in selecting a topic, organizing and conducting research, and preparing drafts.

Workshops typically meet three or four times at the beginning of the semester to orient students to a subject area and to help them define their paper topics. The middle part of the semester is spent writing the paper and consulting with the workshop leader on an individual basis. During this period there are specialized "skills workshops" (on interviewing and data collection) that students are encouraged to attend. At the end of the workshop, students are often asked to present their rough drafts to other workshop members for comment and suggested revision.

A list of [currently offered junior workshops](#) is posted on the Department of Politics undergraduate website.

### Junior Papers

A Junior Paper written in the Department of Politics is normally an essay of 20 to 35 double-spaced pages that is clearly focused on one or a few related political questions, problems, or issues.

The Junior Paper is not a passive review of the existing literature, nor a summary of facts, nor a long editorial. It presents a critical and creative analysis of a question, problem, or issue. A presentation of the student's own well-reasoned views is an essential part of this exercise. Policy recommendations are welcome but not required. The range of subjects suitable for such essays is very wide. Most projects involve the following elements: defining a significant question, formulating a hypothesis, gathering and assessing evidence, reviewing critically the work of others on this subject, evaluating alternative methods of inquiry, critically reviewing one's own arguments, and relating one's findings and conclusions to a larger political context of issues.

Students must obtain a passing grade in each of the two terms of junior independent work and an average of C or above (without rounding) in these two terms. (If the average of the Fall and Spring JPs is below a C, a third junior paper is required before entering the senior year with a grade that brings the average to a C or better.)

It is common, but by no means required, for junior paper topics, especially in the spring term, to serve as starting points for a senior thesis. Coordinating one or both junior papers and the senior thesis can enrich the sophistication of the senior project, but care should be taken, and

advice should be sought before and during preparation of the projects, to ensure that each project meets requirements.

### **Policies on Advisers and Double-Credit**

- Ordinarily, both semesters of a student's Junior Independent Work may not be supervised by the same faculty member. On agreement of the Director of Undergraduate Studies, exceptions may be granted.
- Special permission is required to submit the same paper both for purposes of Junior Independent Work and for a course. Both the Departmental Representative for Juniors and all instructors involved must give their consent in writing. In cases where the course instructor is also the student's junior adviser, it may be required that the paper be second-read by another faculty member of the Department.
- One term of a student's work may be supervised by a faculty member outside the Department. The Departmental Representative must first approve the outside adviser before the deadline for submitting the name of the JP adviser. Further, the Departmental Representative for Junior Independent Work may require a second reading by a Politics faculty member for a paper supervised outside of the Department. If there is a difference in assigned grades, the two grades will be reconciled according to the procedures for grading senior theses.

### **Policies on Paper Drafts**

Students are strongly urged to submit rough drafts of their junior papers to their independent work advisers, particularly in the fall semester. Comments received on a first draft may be crucial to the project's success.

The rough draft deadlines set by the Department are:

- For the Fall Junior Paper, the Monday after Thanksgiving
- For the Spring Junior Paper, the last Friday in March

Advisers are under no obligation to give detailed comments on preliminary versions of junior papers if they are submitted after the deadline.

## Senior Thesis

During the senior year, each student writes a thesis. The senior thesis is expected to make an original (or otherwise distinctive) contribution to broader knowledge in the field in which the student is working. It is important that the thesis be situated explicitly in relation to existing published literature. The senior thesis must be judged satisfactory by two members of the faculty, at least one of whom must be a member of the Department of Politics.

It is common, but by no means required, for junior paper topics, especially in the spring term, to serve as starting points for a senior thesis topic. The Department encourages students to use the summer between junior and senior year for work on the senior thesis.

### Class of 2013 Senior Thesis Timeline

#### August, September

**Goal:** Identify topic & adviser

#### 1. Start with a topic, then define a few **specific, researchable questions**

- Drawing on past coursework, independent work, or maybe just curiosity, decide on a topic that interests you personally. What problem puzzles you? What aspect of politics would you like to understand in depth?
- The secret at this stage is to identify an interesting area to do research in without narrowing your mind so much that you won't benefit from other people's advice—most importantly, the Politics faculty. For examples of past senior theses topics, see page 15.
- Begin exploratory reading on your topic. Note specific questions that you might want to answer. It helps to come up with several specific questions in case one turns out to be impractical.
- A good thesis topic is one that excites and motivates you; a good research question is one that can be answered by an advanced undergraduate in six months!

#### 2. Find an adviser

Available advisers in Politics are listed at the end of this guide.

- Use this list to identify available faculty members in your topic area. Write to them with a short description of your topic idea and request a brief meeting. It usually makes sense to ask several faculty members at the same time.
- Meet with your potential adviser in person. Substance matters in finding the right adviser, but so does style. Find someone with matching expectations about frequency of meeting schedule, amount of guidance, and forms of communication. Be prepared to bring up these considerations in your meeting.
- In almost all cases, Politics seniors are advised by Politics Department faculty members. The reason is simple: You're writing a Politics thesis; you're getting a degree in Politics; your thesis will be evaluated by a second reader who is a Politics professor.
- If there is a compelling case that an adviser from another academic unit is more appropriate, you may request written permission from Professor Markus Prior to choose an adviser not in Politics. But you must first do your homework: Be prepared to show that no one in Politics can cover your topic, that your topic is actually a Politics topic, and that your potential adviser elsewhere would in fact agree to advise you.

### 3. Apply for funding

- Senior thesis funding this fall is available exclusively through the Office of the Dean of the College. The application will be available online on the [SAFE website](#) beginning at 12:00 PM on Friday, September 28.
- We strongly encourage you to apply because conducting your own research with your own money is fun. But you need a plan, and you must work with your adviser in developing the plan.

## **October**

**Goal:** Work out your specific topic with your adviser; make a detailed plan

**Deadlines:** Thursday, October 4: Name of Senior Thesis Adviser Due  
Monday, October 8: Thesis-research funding application due online by 10:00 AM

1. Write a tentative, working thesis statement that spells out your research question, why it matters, and how you intend to answer it.
2. Create a working list of important secondary sources to read, and locate them. Consult the bibliographies of the most useful secondary sources (check your syllabi). Although searching article databases can yield useful sources that you might otherwise miss, you should not attempt a random or exhaustive survey of the literature. Your goal is to identify 5-10 most important sources, not to read them cover-to-cover (yet) or to come up with dozens of vaguely relevant readings.
3. Turn in a short thesis proposal and your bibliography to your adviser for feedback.
4. Schedule time to discuss your research plan with the Politics librarian, the Survey Research Center, or other relevant entities that will assist with primary evidence collection.
5. Find out whether you have to get approval for your interviews or survey from the University's IRB for Human Subjects (at ORPA). **If you collect data and your data collection falls under the IRB's jurisdiction, you cannot start without formal IRB approval, and the IRB process may take one to two months.**

## **November**

**Goal:** Thesis proposal

1. Turn in a full thesis proposal (5 pages or so) to your adviser. A good proposal
  - lays out the problem
  - justifies the topic as a significant one for understanding politics
  - clearly states the thesis or argument you will make
  - tells the reader how your argument builds on other scholarship
  - lays out the specific research plan for gathering evidence
  - concludes with the theoretical implications of the argument.
2. Turn in an annotated bibliography to your adviser for feedback. Explain how the readings will inform your own argument. Will a given book help you elaborate your argument? Will it help you

to locate primary sources? Will it offer an alternative argument to your own, one you will refute with evidence?

3. Consider your adviser's feedback. Work with him or her to get ready for collection of original data, interviews, archival work, or whatever evidence you will use in your research.

### **December**

**Goal:** A draft of one chapter

The best way to make progress and get help from your adviser is to share your work. Have at least one chapter drafted and submit it to your adviser for feedback before the holiday break.

### **Holiday Break**

**Goal:** Examine your evidence; start answering your research question

You should use this time for evidence gathering and writing. Write a rough draft of one evidence chapter.

### **January**

**Goal:** A draft of your evidence chapter

Turn in a draft of one evidence chapter immediately after break. Also provide a short outline of the thesis, chapter by chapter (one paragraph each). Write a rough draft of the remaining evidence chapters.

Make a realistic plan for the next two months; time management helps you complete to your thesis.

### **February**

**Goal:** A full draft of your thesis

**Deadline:** March 4: Turn in a full draft to your adviser

February is writing time! Complete the main analyses, revise earlier chapters in light of new developments and adviser suggestions.

Faculty need time management, too. That's why we have a draft deadline. If you turn in your draft by the deadline, your adviser will have sufficient time to read it—and more importantly, you will have sufficient time to implement changes. Drafts turned in past the deadline may not receive full comments and feedback.

### **March - April 3**

**Goal:** Finish the job

Revise thesis based on adviser feedback.

Allow several days to print, copy and bind. You are one of many students converging on the printers and copy shops, and there are often unexpected last-minute delays.

## Research Advice

Independent research is an essential part of the Princeton undergraduate experience. Independent work offers students the opportunity to develop their skills at defining a project, conducting research, and completing a full-length scholarly project. Although students work with a faculty adviser, much of the responsibility for defining, executing, and writing up the research is left up to them.

Because it is less an assignment than a matter of personal choice, independent work should be the peak of a student's University career. We intend for these notes to help make independent work easier and more rewarding.

## Consulting Faculty Advisers

Open and early communication with your thesis adviser is key to a successful advising relationship. The work styles of faculty members vary widely, as do the work styles of students. While some seniors write their theses at a consistent pace throughout the year, others do the majority of their writing in the months preceding the final deadline. Likewise, some professors expect to advise theses closely throughout the year, while others expect to only provide comments on one full draft in March. No work style is inherently good or bad, but lack of clarity regarding expectations can produce unnecessary and unexpected stress. And however student and advisor schedule the work flow, students should adhere to the thesis draft deadline in March.

To make sure that you and your adviser each understand the other's approach, *explicitly* discuss the following issues early in the year:

- **Deliverables:** Will you submit individual chapters or full drafts for review? Will you submit an outline? Will you submit a second draft?
- **Timeline:** When do you expect to submit your deliverables? How long will your adviser take to respond with comments? How close to the final deadline will your adviser continue to review material?
- **Specificity of feedback:** Will you only receive general guidance for your argument, or will your adviser provide detailed comments on your writing?
- **Meetings:** Will you meet on a regular basis or only to discuss deliverables when you submit them? Do you expect meetings to include detailed discussions or only brief check-ins?
- **Email:** Does your adviser regularly communicate through email? How long will each of you take to reply to emails? Can you email about minor issues and expect fast responses?

Discuss these factors early in the fall to clarify your expectations and those of your adviser. Both of you likely maintain busy schedules, and early communication will help you to avoid scheduling conflicts, particularly during crunch time in the spring. Moreover, open discussion of your work styles early in the year will mitigate the likelihood of unpleasant surprises down the road. Seniors frequently find that their advisers have more hands-on or hands-off approaches than expected, but they often do not reach this realization until the spring. Advisers are similarly surprised to receive dozens of pages to review in late March from panicked seniors who unrealistically expect instantaneous feedback. To facilitate a smooth revision process, construct a submissions timeline in advance, and check whether your adviser's schedule will allow for a prompt turnaround of your work at the necessary times. If you hope to receive thorough comments on your writing, also communicate this at the beginning of the year and specify the

type of feedback that would be most helpful. Honest and early discussion of your expectations will save you much stress in the final push. You should maintain close contact with your official adviser, but this should not stop you from consulting any other member of the faculty who might be helpful.

### Choosing Topics

For the senior thesis, the range of topics is as broad as the subject of Politics itself. For junior papers, the range is somewhat more restricted, but not greatly so.

The [Seeley G. Mudd Manuscript Library](#) has a complete listing of recent theses topics. They include:

- China : pattern of responses to external threat
- Suburban zoning and the public interest
- The political influence of The Daily Show with Jon Stewart: An empirical analysis
- The defeat of the tax reform proposal in New Jersey
- Marx and Lenin on bureaucracy
- Post-conflict military occupations: An analysis of critical controllable factors
- Newark and Black national politics
- Waking the "sleeping giant": The mobilization of Latino voters and their rightward shift in recent presidential elections
- Environmental politics and electric power
- The intelligence capabilities of the Department of Homeland Security
- Origins of American containment policy in Asia

Selecting a topic is a crucial step. Try to choose a subject with which you have some familiarity and in which you have genuine interest.

If you are having trouble thinking of a topic, it may help to do some general reading or to run potential ideas past your advisers. It may also help to think of your topic in terms of a research objective or a problem to be solved.

It is prudent to begin thinking about a senior thesis topic in your junior year. Often, students write their second junior paper on a topic that they hope will lead into the thesis. While some discover that the subject is not the one they want after all, others wind up with a head-start on their senior work. Of course, students who choose a topic early have the best choice of advisers.

You are near to selecting a specific topic when you can begin to answer the following questions:

- What is/are the problem(s)? What is it that I want to learn more about? The answer here can be very broad; for example, "I'd like to learn more about American Politics, or about Congress, or about political campaigns."

- Which of these problems or aspect(s) of this problem do I want to examine? Now, the topic begins to narrow. If, for example, you would like to learn more about elections, you might want to know how voters make up their minds about which candidate to choose.
- Which of these problems can I examine, given the time and resources available to me? This prudential question further narrows the topic. For example, realizing that you lack the time and money needed to do your own voter survey, you might decide to restrict yourself to presidential elections since 1948, where data is already available.

You should then decide how you want to approach the problem:

- Do I want to define the problem more closely? (Do I want to do a descriptive project?)
- Do I want to explain how it got to be the problem that it is? (Do I want to do a historical analysis of a political problem?)
- Do I want to explain the effects of this problem on current and future developments? (Do I want to do what is often called "policy analysis"?)
- Do I want to offer a solution to the problem? (Do I want to do political analysis of a very high, difficult, and rewarding order?)

The best theses combine all of these objectives. A junior paper may be able successfully to attack two of these, though usually it can do only one well.

### Testing Solutions

Because the first three sorts of questions listed above are familiar to most students in the social sciences, we offer special advice for those students who want to "offer a solution" as part of their independent work.

First, you should be careful not to try to answer this question unless you have enough time and material available to do the research to provide such answers.

If you decide to travel this challenging route, you should again rethink the problem. Making a list of the most probable solutions may be helpful. Then you will be able to think about how to test those solutions, whether by analyzing data or by examining the logical relations among propositions.

In practice, you will need to combine empirical and logical approaches. Logic is an essential component of empirical analysis, and statistics provide a useful set of tools to accompany logical analysis.

In discussing normative solutions, one cannot be content with abstract analysis. Students should try to apply normative concepts to actual behavior and see whether they are possible in the real world. A solution to problems of distributive justice in the modern state that concluded, "We must pass a law requiring all men and women to love each other as they love themselves" would hardly seem useful, given what we know about human behavior.

(For examples of this sort of analysis, you might look at chapter two of a small book by John Platt, *The Step to Man* ( New York : John Wiley, 1966). In that chapter, entitled "Strong Inference," Platt suggests how, with a bit of ingenuity, one can "test" solutions to difficult



problems without making each particular test a lifetime's occupation and how one can use those tests to build a corpus of reliable knowledge.)

One common form of empirical work is to conduct interviews, either to provide basic data or to supplement information available elsewhere. You should not attempt to do interviews until you know your subject well enough to ask the right questions.

### **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 Politics students, that means protection of the rights of respondents or informants interviewed in the course of research. Please review the Institutional Review Board (IRB) guidelines here:

<http://www.princeton.edu/ria/human-research-protection/forms>.

Human subjects have the following rights:

- Participation in research must always occur under conditions of informed consent. You should make clear your connection to the Politics Department at Princeton, and the purpose of your research (Junior Paper or Senior Thesis). A researcher may not coerce respondents into participating 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).
- 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 sex life.
- 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.
- 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 contain no identifying information. Descriptions of individuals in the finished product must not allow an informed reader to identify the respondent ("An actor-turned-politician now living in Washington told me...").

Most interviewing done for independent work in the Politics Department will easily meet these guidelines. However, if you have any doubts about whether your research topic, method of recruiting respondents, or interviewing procedures meet these guidelines, then contact the Junior or Senior Independent Work Adviser about your project. They will be happy to discuss with you ways to conduct your research in an ethical way that will avoid legal repercussions for Princeton University and yourself.

### Library Resources

The University has rich library resources. The Fall Junior Workshops will include library sessions that introduce you to some of these resources. It is essential that you attend these sessions.

Please feel free to consult some of the many excellent reference librarians on Princeton's campus. Many times, these librarians know about items that faculty members do not.

Outside of Firestone's general collection, consider consulting:

- The Public Administration Collection in the Social Science Reference Center, located on the A-level of Firestone
- The Industrial Relations Library, also on Firestone's A-level
- The Woodrow Wilson School Library
- The Urban and Environmental Planning Library in the Architecture School
- The Library in the Office of Population Research
- The library in the Research Services section in the Computer Center
- The Mudd Library, which contains papers of some prominent statesmen and copies of thousands of past senior theses
- The Politics Department's files of "A" junior papers and theses

### Writing the Paper

For most students this part seems the most difficult. But if you have defined what it is you want to do, have decided how to go about it, and have actually gone about it intelligently, it is seldom difficult to explain what you have done. Simply following those steps, providing one writes clear, grammatical prose, will usually ensure at least a good paper.

None of us, of course, wants to proceed--or to think--mechanically, and it may be worthwhile, as you do your research, to jot down some insights to guide your writing. Even if the "insights" later seem less insightful, they will remind you of difficulties that you once saw and now need to address.

We suggest that you buy, read, and internalize a good manual on style, such as William Strunk, Jr. & E. B. White, *The Elements of Style* (3rd ed. or later), Thomas S. Kane, *The New Oxford Guide to Writing*, or Joseph Williams, *Style: Toward Clarity and Grace*. We also recommend a book on the methodology of studying Politics, such as W. Phillips Shively, *The Craft of Political Research*.

In general:

- Avoid writing (and most of all thinking) in the passive voice.
- Avoid clichés or jargon.
- Express your thoughts as clearly as possible.
- Check your spelling with a dictionary or a spell-checker – but remember that computer spell-checking programs are not infallible!
- Follow, and if necessary relearn, the rules of English grammar.
- Begin to write in sufficient time that you can read the paper over both before and after typing it. If at all possible, finish the paper several days or a week in advance of the deadline, put it aside, and reread it after the details have receded a bit from the center of your memory. If you have a friendship that can stand severe strain, you might even read your paper --or portions of a thesis -- to your roommate. The ear can sometimes catch flaws that the eye misses.
- Do not wait until an hour before the deadline to print a final copy. Every semester, some students get caught up in last-minute technical problems that damage their final grades. It is a good idea to print a 'final' copy of your junior paper or final copy for binding of your thesis at least one full day before it is due to allow time for technical problems to be resolved.

The [Princeton Writing Program](#) distributes an excellent manual by Ian Gold, "[Writing a JP: The Handbook](#)", along with other materials. Housed in Whitman College, the Writing Center also offers free one-on-one conferences with experienced fellow writers trained to consult on assignments in any discipline. Special 80-minute conferences are available for JP and senior thesis writers, who may [sign up to work with a graduate student fellow](#) from the department of their choice. As a senior, you may also join one of the [Senior Thesis Writing Groups](#) offered in the Department of Politics. Many of these writing groups schedule occasional boot camps, where you and your fellow students set writing goals and commit yourselves to blocks of distraction-free writing time.

## Outline of the Thesis

Every thesis is different, but here is a general outline of how you may choose to organize your thesis.

### **Chapter I: Introduction**

The introductory chapter should state your thesis or argument and explain why you are arguing it. It should develop the question that gave rise to your thesis statement. Explain why your question is a useful one for our understanding of politics. Also, explain the alternative arguments to yours, and justify why you are arguing for your idea and against the others.

### **Chapter II: Theory (and history)**

This chapter should develop your argument and ground it in secondary sources. In detail, explain your idea, and justify its validity with as many good reasons as you can. For many theses, this requires a historical component that sets the argument in the context of a sequence of events in the real world of politics. Your core chapters (see below) may also be historical, but by contrast they will contain lots of detailed evidence. This chapter is the place to define concepts and explain how your idea relates to and draws on the writings of other people. A short thesis may fold this chapter into the introductory chapter.

### **Chapters III, IV (and V): Evidence (The Core)**

Here you methodically lay out the evidence that supports the argument you have developed in the early chapters. Be sure to explain where the evidence came from and why it is valid. If you executed a study of your own (interviews, experiment, survey) then you may need a separate chapter that contains the research design and provides details on how you collected the data. If you rely on data collected by someone else, give a brief description of how it was collected, so that readers can judge its validity. Be sure you know the potential sources of error or bias in the data, so that you can explain why it is valid. Always note the sample size and the process of sample selection, and detail the characteristics of the sample. If you are using a historical case (e.g., a city, or an organization, or a leader), then justify the reason for selecting that case and not others. It is often useful to include tables or figures. If you do so, explain in the text what the reader is to learn from each table or figure. Each table should be self-explanatory, but the text should highlight what is important about it.

### **Chapter V(or VI): Conclusion**

Remind readers of your argument and summarize the evidence you presented. Show how you have established the argument with the evidence. Draw implications for the general topic from the details of what you have found and argued. Remind readers again of the reasons your

question is important for understanding politics. Knowing what we now know about your topic, what can we conclude about politics.

## Formatting & Binding of Independent Work

The senior thesis and junior papers must meet certain formatting and binding requirements. Some of these are intended to assist faculty readers in giving your work full and fair consideration; others are imposed to permit the Library to archive your text. Please review and follow the instructions below.

*Note that the formatting requirements have changed due to changes in copyright regulations: please follow these rules as posted, and do not rely on previous theses or junior papers for guidance.*

### Copies

- **Junior Papers:** Submit one copy of your Fall JP and Spring JP online. Gayle Brodsky will provide the submission links for each as the deadlines near.
- **Senior Thesis:**
  - (1) Submit two bound copies directly to the Department office (130 Corwin Hall), which must be logged in by a staff member, not merely dropped off.

*[Your bound copies may use any generally available binding technology, provided it is sturdy enough to survive the handling it will receive during its reading. Hard-cover binding is no longer required, but some students still prefer it: instructions for hard-binding can be found under "dissertation/thesis formatting and binding instructions" on the [Seeley G. Mudd Manuscript Library website](#).]*

- (2) Submit one electronic copy in PDF format for Mudd Library archiving purposes. Gayle Brodsky will provide the online submission link as the deadline nears. Submitting an electronic copy of your thesis for the Mudd Library is a requirement for graduation.

**NOTE:** Do not submit any independent work to your adviser, as that submission will not be logged and you may incur late penalties.

### Length

The length of a junior paper or senior thesis can vary considerably with the individual subject chosen and should be worked out with your adviser. The length of a senior thesis is generally about 100 double-spaced pages and rarely under 80 pages. No thesis should be longer than 125 pages, including appendices. (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 Politics thesis prizes.

### Senior Thesis Template

If you use Microsoft Word, or a word processor that can read documents in Word format, you should consider using the [Politics Senior Thesis Template \(.doc\)](#), which can help you to format a Senior Thesis in an appropriate fashion automatically. If you don't know how to use a Word template to format a document, consult a [Residential Computing Consultant](#).

The template is offered as-is; used properly, it can help you to format correctly, but it does not prevent you from formatting incorrectly. Use of the template is not required, and your adviser's preferences regarding formatting should also be taken into account.

### **Fonts and font sizes**

Senior theses must be single-sided and double-spaced, printed in a 10-point or greater font. Junior papers can be single-sided or double-sided either of which is acceptable to the Department, but must also be double-spaced, and printed in a 10-point or greater font.

Serif fonts, such as Times New Roman or Garamond, are preferred because they are more easily readable, but Sans Serif fonts such as Arial are also accepted. The document should use only one style of font (exceptions will be made for graphs, charts, or pictures that are imported from programs that do not permit their own fonts to be altered).

### **Margins**

Margins should be 1 1/2" on the left hand side and 1" on the other three sides.

### **Footnotes and references**

Footnotes may be placed at the bottom of the page, at the end of the chapter in a senior thesis, or at the end of the entire document (check with your adviser for his/her preference). For the form of bibliographical references, you may wish to consult an appropriate style guide such as Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

### **Formatting with reference management software**

If you are using a bibliographic reference management program such as EndNote or RefWorks , any of several included styles may be used: your adviser's preference should be your guide.

### **Title page**

For the senior thesis, the title page should include the text shown in the [Microsoft Word Senior Thesis template](#). Junior papers are not required to have a title page, but if you wish to create one, it should also follow this format, substituting the phrase "Junior Paper" for "Senior Thesis."

### **Honor code**

The Honor Code for independent work is: "This paper represents my own work in accordance with University regulations."

On the last page of your junior papers and each copy of your senior thesis, you must write or type the Honor Code and include your signature and date.

### **Tables, figures, photos and images**

All material in the thesis (tables, figures, and exhibits) must be photo reproducible. Photographs may be included, but should be clear, glossy, and high contrast. Color graphics may be included but they should be clear when reproduced in gray-scale.

[TITLE]

[ADDITIONAL TITLE LINE(S), IF REQUIRED, DOUBLE-  
SPACED]

BY

[NAME]

A senior thesis  
submitted to the Department of Politics  
in partial fulfillment of the requirements for  
the degree of Bachelor of Arts

Princeton University  
Princeton , New Jersey

[DATE]

Roman-numbered page(s) for Table of Contents or Front Matter: delete if not needed.

This page contains some tips on how to use the template. Delete this text before using the template, but don't delete the page.

- This template relies on Microsoft Word's "styles" feature to accomplish its formatting. If you don't know how to apply styles to paragraphs in Word, or don't know how to use a template in Word, consult the OIT Helpdesk or take an "Intro to Word" course from [www.princeton.edu/training](http://www.princeton.edu/training).
- Use the Title style for chapter titles. (A "Subtitle" style is also available, but don't go overboard or get too cute—try to pick a clear, meaningful title that doesn't need a colon or a subtitle.)
- Page numbers start at 1 on this first page of writing (ignore the roman numbers in any front-matter before this, but paginate everything from here forward).
- Page numbers should continue through subsequent chapters; do not restart in each chapter.

#### HEADINGS

Intelligent headings help a reader make sense of your argument.

- Use too many, and your thinking will seem 'choppy' to the reader; use too few, and the reader may lose track of your argument altogether.
- Use headings in strict order: Level 2 underneath Level 1; Level 3 underneath Level 2; and so on.
- You should avoid 'empty' headings, or headings as the first line in a chapter; give your reader an introductory paragraph or two to orient her/him to what's coming.

### HEADING 1

Use Heading 1 for major sections (e.g., "Introduction", "Findings", "Bibliography")

### HEADING 2

Use Headings 2-4 for logical sub-sections.

### HEADING 3

### HEADING 4

Do not use more than 4 heading levels.



## HONOR CODE PLEDGE

The Honor Code pledge should be the last page of your document. Please write (in your own handwriting), sign, and date: "This paper represents my own work in accordance with University regulations."

## Funding Opportunities

Every Spring, the Department of Politics offers juniors an opportunity to apply for summer internship and/or thesis-research funding.

Grants are available for **internships** in governmental or non-profit organizations. Internships must be unpaid, full-time, and last at least eight weeks. The site of the internship may be in this country or abroad. The Department's internship funding is very restricted, and students are encouraged to apply to other internship funds around campus (there are several for which Politics students are eligible).

To take advantage of the one opportunity in which the Department offers **thesis-research funding**, juniors are encouraged to formulate and propose a thesis topic well in advance so that they might begin such research as early as the summer before their senior year. In the Fall, the Office of the Dean of the College provides seniors one last chance to apply for thesis-research funding. Inasmuch as these resources are limited, it is recommended that students plan ahead to be given full consideration.

To apply for summer or fall funding, you must go through [SAFE](#) (Student Activities Funding Engine).

## Guidelines for the Submission of Independent Work

You may not submit independent work to your adviser for credit; it must be submitted following our instructions, which time-stamps and logs its arrival. Exceptions or extensions for independent work cannot be granted by an adviser; they must be approved by the Director of Undergraduate Studies in conjunction with your residential dean. Extensions are seldom granted except for serious, documented emergencies -- and in no case can extensions or exceptions violate the policies of the Office of the Dean of the College.

Remember that your independent work must be submitted with your name and date beneath the University's [Honor Code](#) pledging your compliance.

### Policies Regarding Work Submitted Late

In fairness to the vast majority of students who submit their work on time, the deadlines for independent work are precise: if the paper was due at 4:00 pm and is logged at 4:01 pm, late penalties will accrue. No exceptions will be made, even for last-minute printing problems; therefore, students are advised to allow adequate time for formatting, printing, binding, and any other potential sources of delay.

### JUNIOR PAPERS

Junior papers must be submitted online by 4:00 pm on the due date. Gayle Brodsky will provide the submission link as the deadline nears.

**No junior independent work can be submitted after the Politics deadline WITHOUT the approval of your residential dean AND the Director of Undergraduate Studies.** IF late submissions are approved, 1/3 of a letter grade penalty (an A becomes an A-; an A- becomes a B+; and so on) will be applied for every 48 hours that the JP is late.

## SENIOR THESIS

Senior theses are due in the department office (130 Corwin Hall, at the front desk) no later than 4:00 pm on the due date.

A thesis that is logged after 4:00 pm on the Politics due date, but within the first 48 hours after that deadline, is penalized 1/3 of a letter grade (an A becomes an A-; an A- becomes a B+; and so on). An additional penalty of 1/3 of a letter grade is imposed for each additional 48-hour delay or part thereof.

In the event this 48 hour window falls during the weekend, the thesis must be submitted via email to your adviser with a cc: to [gbrodsky@princeton.edu](mailto:gbrodsky@princeton.edu) by 4:00 pm on that particular day. The two bound copies of your thesis along with the one unbound copy must also be turned in to the Department by 10:00 am the following Monday morning.

Students may request that late penalties for senior theses be waived or reduced by the Departmental Undergraduate Committee. Such requests must be made in writing and submitted with any supporting materials to the Director of Undergraduate Studies within two days of the submission of the thesis.

Politics theses will not be accepted after the deadline established by the University for all theses, without approval from the Office of the Dean of the College.

## Program Evaluations

You will be asked to complete an evaluation for the Fall JP, Spring JP, Senior Thesis, and Comprehensive Examination. Your feedback is important to us. The Politics Department will not release your grades until you have completed an evaluation. **NOTE:** All evaluations are anonymous.

## Grading of Independent Work

### Standards for the Grading of Junior Papers

The junior paper provides Politics majors with their first opportunity to engage in independent scholarly research. Junior papers are supposed to define a significant political question or problem and to answer it through a process of systematic research which may, depending on the nature of the topic selected, involve reading primary and secondary literature or original documents, interviewing, or compiling and analyzing statistical data.

*PLEASE NOTE: While grades are based largely on the final paper, Fall workshop leaders can also take into account the student's attendance and participation in the workshop, and timeliness of drafts. This is at the discretion of the workshop leader. Each leader will clarify their policy at the first meeting or in their handouts to students.*

In general, the same standards apply in faculty evaluations of the Junior Paper, with the understanding that the time available to work on each junior paper is much less than the time available for the senior thesis. This time constraint entails some modification of the attached guidelines. The Department views the two junior papers as "building blocks" toward the preparation of a strong senior thesis.

### Standards for the Grading of Senior Theses

The senior thesis is expected to make an original (or otherwise distinctive) contribution to knowledge in the student's field, and it is important that the thesis be situated explicitly in relation to existing published literature.

**A.** A senior thesis in the A range will have elements of originality in its conception of its subject, in the evidence and reasoning it brings to bear on that subject, in the analytical techniques it employs, or in all of these. It will demonstrate attention to important works on the subject, and will indicate with care and precision the importance of its questions and conclusions for the understanding of politics. When appropriate, it will also anticipate and respond to major objections to its position. To merit an A, a senior thesis should be well written, developing its arguments in an orderly way and presenting its ideas clearly and crisply. Poor grammar and style and more than occasional misspellings have no place in an A senior thesis.

The mark of A+ should be reserved for senior theses that satisfy all of these criteria to a high degree. The mark of A- should be given a senior thesis which demonstrates intellectual creativity but does not meet in a fully satisfactory way some other requirement of senior theses in the A range.

**B.** A senior thesis in the B range is a less outstanding treatment of a significant subject. A well done case study which yields few lessons of general import, or a good critical review of a significant body of thought which does not go beyond previous work on the subject would merit a grade in this range. Like the A senior thesis, one in the B range should be grounded in substantial research appropriate to its objectives, but the latter will fall short in some way, as for instance by ignoring important sources or by failing to anticipate major objections. A senior thesis in the B range should be clearly written and logically organized.

A grade of B+ is appropriate for a sensibly conceived, well-written project that shows little originality or creativity. A B- is appropriate for well-conceived senior theses that have some significant flaw in execution or a number of less important shortcomings.

**C.** A senior thesis in the C range is a competent but not distinguished treatment of a significant subject. It will show evidence of substantial but not wholly adequate research. It may be flawed in one or two additional ways as well: the logic of an important argument may be faulty, the conclusions or findings may not be explored adequately, or the writing may be mediocre. An informative case study that offers little analysis or a review of some body of literature that generally gets things right but does little with them should be given a grade in the C range.

A grade of C+ should be given to the most informative of the senior theses in the C range; a C- to those that meet the basic requirements of the category but have several serious flaws.

**D.** To merit the grade of D, a senior thesis must treat a non-trivial subject in politics and must show evidence that the writer has some substantial knowledge about that subject. Beyond that little can be said in praise of a senior thesis in the D range.

**F.** A senior thesis that does not meet the minimal requirements for the grade of D should be given an F.

## Expectations Regarding Written Comments

Faculty advisers are expected to submit a grade and extensive comments on the written work of the students whom they advise.

In addition, when grading senior theses:

1. The first reader of a thesis will submit detailed written comments (which will be distributed to the student) and a tentative grade to the Undergraduate Program Administrator by the date required.
2. The second reader will submit brief written comments (which will be distributed to the student), summarizing the strengths and weaknesses of the thesis and noting the main criteria used in deciding the tentative grade and submit this information to the Undergraduate Program Administrator by the date required.
3. When the first and second reader of each thesis have reported their grade to the Undergraduate Program Administrator the following process takes place:

If the tentative grades of the first and second reader differ by one third of a group (+ or -), the grade of the faculty adviser becomes the final grade. This is referred to as Consensus.

If the first and second reader grades differ by more than a third of a group the readers will be informed. They should confer and agree upon a mutually acceptable grade. This is referred to as Conference. In the event that the grade is decided by conference, the faculty adviser will provide, at the student's request, an oral description of the considerations and judgments that affected the readers' final decision. The adviser will not be expected to describe the readers' deliberations, or the process by which they reached an agreement. Rather, the students will be informed about the basis of the agreement.

If the first and second readers cannot agree upon a mutually acceptable grade they should inform the Senior Independent Work Representative (normally the Director of Undergraduate Studies). A third reader will be appointed. When the third reader has given brief written comments and a tentative grade to the Senior Independent Work Representative, he or she will determine the grade. This is referred to as The Senior Representative. The Senior Independent Work Representative will provide, at the student's request, an oral description of the considerations and judgments that affected the final decision.

## Department Prizes

### **Caroline M. Picard Prize in Politics**

Established in 1985 by her family in memory of Caroline M. Picard, Class of 1986. It is awarded annually to the junior(s) in the Department of Politics who, in the judgment of the faculty, present(s) the most promising senior thesis project which needs summer thesis support.

### **Lyman H. Atwater Prize in Politics**

Established by the Class of 1883 as a memorial to the Reverend Lyman H. Atwater, D.D., LL.D., Professor of Political Science, 1869-1883. It is awarded to the senior who has written the best thesis on a subject in political science.

### **New York Herald Prize in Politics**

Established by James Gordon Bennett. It is awarded to the senior who has presented the best thesis on a subject of contemporaneous interest in the domestic or foreign policy of the United States government.

### **Philo Sherman Bennett Prize in Politics**

Established by Philo Sherman Bennett of New Haven, Conn. It is awarded to the junior or senior who has written the best essay discussing the principles of free government.

### **The John G. Buchanan Prize in Politics**

Established by John G. Buchanan, Class of 1909. It is awarded annually to the senior who has attained during junior and senior years the highest standing in the Department of Politics. In the event that more than one senior has attained the highest standing, the prize will be awarded to the individual who has the highest standing in Constitutional Interpretation.

### **Related Prize**

#### **The Stephen Whelan '68 Senior Thesis Prize**

Awarded by The James Madison Program in American Ideals and Institutions, for the best senior thesis on a topic relating to the study of public or constitutional law.

## Senior Thesis Advisers, 2012-2013

Name	Availability	Areas of Interest
Aksoy, Deniz	AVAILABLE	Comparative Political Institutions; Legislative Politics; European Union; Immigration; Ethnic Politics
Arnold, R. Douglas	FULL	American Politics; Congress; Policymaking; Social Security; New York City Politics
Bass, Gary	AVAILABLE	International Relations; International Security; American Foreign Policy; Human Rights; War Crimes Tribunals; Humanitarian Intervention
Beissinger, Mark	AVAILABLE	Comparative Politics; Russian and Post-Soviet Politics; Nationalism; Ethnic Conflict; Social Movements; Revolutions
Boix, Carles	AVAILABLE	Comparative Politics; Comparative Political Economy; Democratization; State Formation
Canes-Wrone, Brandice	AVAILABLE	American Politics; The Presidency; Elections; The Courts; Congress; Political Economy of OECD Countries
Carter, David	AVAILABLE	International Conflict; Terrorism; Insurgency; International Security; Foreign Policy
Christensen, Thomas	AVAILABLE	International Relations; International Security; Chinese Foreign Policy; East Asian International Relations
Davis, Christina	FULL	International Political Economy; Trade Policy; International Organizations; Japanese Politics; International Relations of East Asia



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Gilens, Martin	AVAILABLE	Survey Analysis; Mass Media; Public Opinion; Political Psychology; Inequality; Racial Attitudes
He, Yinan	AVAILABLE	East Asian International Security; Chinese and Japanese Foreign Policy; Politics of Memory and Reconciliation; National Identity and Nationalism in East Asia
Ikenberry, G. John	AVAILABLE	International Relations; American Foreign Policy; Postwar Settlements; International Organizations; American Foreign Policy; International Political Economy; Relations among the Advanced Industrial Societies; Theories of the State
Imai, Kosuke	AVAILABLE	Elections; Experiments; Public Opinion; Quantitative Analysis; Survey Analysis; Voting
Jamal, Amaney	FULL	Middle East; Political Development and Democratization; Civil Society; Public Opinion; Islam; Islamic Movements; Muslim Immigrants
James, Marzenna	AVAILABLE	International Relations; Economic Power; European Politics; Russian Foreign Policy; Qualitative and Historical Methods
Kastellec, Jonathan	AVAILABLE	American Politics; Institutions; Law and Courts; Judicial Politics; Federal Courts; Statistics; Formal Theory
Kohli, Atul	AVAILABLE	Political Economy of Development; Democracy and Development; South Asian Politics; Imperialism and the Developing World
Lerman, Amy	AVAILABLE	Public Opinion; Political Behavior; Political Psychology; Civil Society; Social Capital; Race and Ethnicity; Income Inequality; Criminal Justice Policy
Lieberman,	FULL	Comparative Politics; Development; Africa (especially South Africa); Ethnic and Race Politics; Public Finance; Public Health;

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Evan		HIV/AIDS
Londregan, John	AVAILABLE	Comparative Politics; Latin American Politics; Legislative Politics; Political Methodology; Political Economy
Macedo, Stephen	AVAILABLE	Ethics and Public Affairs; Constitutional Theory; Liberalism; Conservatism; Democratic Theory; International Justice; Politics and Religion
McCarty, Nolan	FULL	American Politics; Political Institutions; Political Polarization; Economic and Social Inequality; Political Economy of Financial Markets
Meirowitz, Adam	AVAILABLE	Formal Theory; Game Theory; Political Economy; Political Institutions; American Politics; Conflict
Mendelberg, Tali	AVAILABLE	Political Psychology; Racial Attitudes; Mass Media; Political Communication; Public Opinion; Gender and Politics
Meunier, Sophie	AVAILABLE	Anti-Americanism; European Union; France; Globalization; Chinese Outbound Investments
Milner, Helen	AVAILABLE	International Relations; Political Economy; Comparative Political Economy; Globalization and Regionalism; Development; International Trade; Domestic Politics and Foreign Policy; Foreign Aid
Moravcsik, Andrew	AVAILABLE	European Union; International Relations Theory; Transatlantic Relations; Global Human Rights; European Foreign Policy; International Organization; Democratic Legitimacy of Global Governance; Assessing Global Geopolitical Power; Liberal Theory; International Law; Qualitative and Historical Methods
Patten, Alan	AVAILABLE	Political Theory; Nationalism; Multiculturalism; Theories of Justice; Democratic Theory; History of Political Thought (17th-

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19th Centuries)

Prior, Markus	AVAILABLE	Media and Politics; Electoral Behavior; Public Opinion
Romer, Thomas	AVAILABLE	Formal Models and Quantitative Empirical Studies in the Political Economy of the following topics: Inequality and Redistribution; Financing of Public Education; Financial Regulation
Ryan, Alan	AVAILABLE	Political Theory; Nationalism; Theories of Justice; Democratic Theory; History of Political Thought (Hegel, Marx, Mill); Human Rights
Sagar, Rahul	AVAILABLE	Republicanism; Liberalism; International Ethics; Executive Power
Shapiro, Jacob	AVAILABLE	International Relations; Organization Theory; Terrorism; Insurgency; Political Violence; Security Policy
Suleiman, Ezra	AVAILABLE	European Politics; European Union; Transatlantic Relations; Bureaucracy; Policy-making
Valenzuela, Ali	AVAILABLE	Latino Politics; Race, Ethnicity and Immigration; Religion and Politics; Public Opinion; Voter Turnout; Survey Analysis; Field Experiments
Wantchekon, Leonard	AVAILABLE	Democratization; Clientelism; Redistributive Politics; Electoral Competition; Resource Curse
Whittington, Keith	AVAILABLE	American Politics; Constitutional History, Theory and Law; Presidency; Law and Courts; Federalism; American Political Thought
Widner,	FULL	African Politics; Political Economy of Development; Law and

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Jennifer		Development; Fragile States; State Formation; Institutions
Yarhi-Milo, Keren	AVAILABLE	International Relations; International Security; Foreign Policy Decision-Making; Intelligence and National Security; Nuclear Weapons; Threat Perceptions; Diplomatic Signaling; Arab-Israeli Conflict
Yashar, Deborah	AVAILABLE	Comparative Politics; Latin America; Democracy; Development; Ethnic Politics; Social Movements; Citizenship; Violence