

**Political Science 410  
Capstone Seminar**

**Fall 2007**

B. Daynes  
343 McKay  
Office: 740 SWKT

Class time:  
Tuesday 3-5:30 pm

**TOPIC:**

**“White House Politics and the Social Agenda”**

**Course Description:**

This course will bring together two areas of research that I have considered of primary importance in my career, namely, research on the American presidency and research on social policy,<sup>1</sup> both of which are relatively new to the discipline. For example, it was 1960 when presidency books first began to appear, but the American Political Science Association did not really recognize this subfield on the American presidency until 1981. Social policy research only began appearing in book form in the mid-1970s.

Given how important the American president is to our political system, it seemed only natural for those of us interested in both of these areas of research to examine the interaction of the two; to examine, in other words, how the American president has dealt with this sort of policy over time. It has been social policies—policies such as abortion, gun control, pornography, affirmative action, and the environment-- that have often posed major challenges for policy makers, and have created important conflicts within the political system. Moreover, these policies have frequently refused to submit to consensus and compromise.

The books for the course are examples of work that has been done on aspects of this intercession between president and social issues. I would hope that you would extend this

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<sup>1</sup> *Social policies or issues* are defined as “ public policy that possesses legal authority having the potential of influencing or changing moral practices, including individual standards of behavior as well as community values.”Byron W. Daynes and Glen Sussman, *American Presidency and the Social Agenda* (Upper Saddle River, N.J.: Prentice-Hall, 2001),1.

research or even chart new directions in this research area.

**Instructor's Expectations:**

Writing is so important to me and has been so critical to our discipline, a year ago I began to include the following statement in my PS 110H syllabus and every other course to emphasize this. I now share this statement with you:

**A Personal Message to all students in this course concerning the importance of writing in the discipline of political science that will explain why we will put a focus on writing:**

Writing in political science is *all* important. It is the primary way in which *ideas, concepts, models* and *data* of the discipline are made known and exchanged throughout the field—between colleagues, between teachers and students, and with anyone who might be interested in the discipline. This exchange of knowledge takes place in the form of research papers, journal articles, books, government documents, policy makers' papers, government press releases, and special reports.

A good example of this is a book I co-authored with Professor Glen Sussman entitled: *The American Presidency and the Social Agenda* (Upper Saddle River, N.J.: Prentice Hall, 2001). In this book we examine the American presidency and how presidents since Franklin Roosevelt have dealt with such social issues as abortion, affirmative action, pornography, gun control, homosexuality, and environmental policy. It is this sort of policy that for years has challenged policy makers and it is this sort of policy where we find little compromise and consensus and quite often limited resolution. This seemed to us all the more reason we should examine how American presidents—clearly the most visible political actors in the political arena-- have had to deal with these issues that regularly bring conflict to society and seem to have had great staying power on decision-making agendas. As our research discovered, although presidents do not generally provide decisive leadership over the social agenda, when they do exert such leadership it is usually done in a supportive political and social climate.

Writing becomes the core of knowledge in the discipline. It is crucial to the education of every prospective political science student to read, to understand, and contribute to the core literature of the field. Research has shown that one of the best ways to enhance your understanding of the literature is through expressing your thoughts about politics through the written word. It is your assessment of political processes, your verbalization of the consequences of power, and your analysis of political phenomena, written to those interested in politics, that makes a difference in your understanding of

political science. Writing is also a way to link your thoughts and understanding of politics with those of past, present and future political scientists and theorists.

B. Daynes

A **capstone seminar** is designed to offer undergraduates a seminar setting with an *intensive writing project* as its central focus that will be peer reviewed, revised, and refined. The course will *not be* focused on lectures from the instructor. Instead, class discussion, regarding the readings and, later, student research efforts, will be the focus of our attention. Note also, there will be *no examinations or quizzes* in this course, stressing, again, the importance of the research you do and the resulting research paper as the primary reason for the course.

The course can only be successful if you are willing to prepare and participate each time we meet. Let me repeat that: *Preparation and Participation* is the *key to success* in a course such as this. I *expect* that you *will* do both, having read the material ahead of time, and being ready to discuss it; and that when it comes time to write your prospectus, you first draft and your final draft of your research paper, that you will pay attention to the *important deadlines* indicated in the syllabus.

I also expect that the paper you will write will be *the best work you have done thus far at BYU*. Please listen to and read carefully the evaluations you get on the first draft of your paper and on your prospectus from your colleagues and from your instructor. Constructive assessments of your work will give you great assistance, if you will pay attention to them.

To pass the capstone course and graduate you cannot receive a grade lower than **C-**. If this occurs the Department chair will be notified so that the course will not count towards the major requirement for graduation for that person.

**Texts:**

.Byron W. Daynes and Glen Sussman, *The American President and the Social Agenda* (Upper Saddle River, New Jersey: Prentice Hall, 2001).

.Raymond Tatalovich and Byron W. Daynes, eds., *Moral Controversies in American Politics: Cases in Social Regulatory Policy*, 3<sup>rd</sup> ed. (Armonk, New York: M. E. Sharpe, 2005).

Dennis L. Soden, *The Environmental President* (Albany: SUNY Press, 1999).

T. Alexander Smith and Raymond Tatalovich, *Cultures at War: Moral Conflicts in Western Democracies* (Toronto: Broadview Press, 2003)

.Russell L. Riley, *The Presidency and the Politics of Racial Inequality: Nation-Keeping from 1831 to 1965* (New York: Columbia University Press, 1999).

NOTE: It is also *highly recommended* that you subscribe to *The New York Times* and consult other national newspapers like *The Washington Post*, *Christian Science Monitor*, *USA TODAY*, *Los Angeles Times*, *Wall Street Journal*, or *Chicago Tribune* as a way to understand how the current administration is attempting to handle social policy.

## **COURSE REQUIREMENTS:**

### **1. Submission of presidential choice:**

In order to minimize academic conflict among you, I am asking that by September 11 that you submit to me a list of *six modern presidents*<sup>2</sup> of your choice and one *pre-modern president* of your choice<sup>3</sup> and a social issue that you would like to pursue with these presidents for your paper. The social issues or policies you select must be consistent with the definition you find in footnote #1 (Daynes and Sussman, *American Presidency and the Social Agenda*, p. 1). From this list I will assign *one of these* presidents to you and the *one social issue* you have chosen to look at.<sup>4</sup>

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<sup>2</sup>We have had twelve modern presidents including our current one: F. D. Roosevelt, Truman, Eisenhower, Kennedy, L. Johnson, Nixon, Ford, Carter, Reagan, George H. W. Bush, Clinton and George W. Bush.

<sup>3</sup>A listing of pre-modern presidents and the issues of concern for them can be found in two articles in the book by Dennis Soden, *The Environmental Presidency*, chapter 1 and chapter 3. These two chapters look at the early presidents and how they dealt with the environment.

<sup>4</sup>Look at some of the in-class books– particularly Daynes and Sussman, *The American President and the Social Agenda* ( Upper Saddle River, N.J.: Prentice Hall, 2001) for the social issues that are most associated with particular presidents before you make your selection.

Ideally, I would like to have no more than *two persons* assigned to any one president, since allowing any more than that would stretch our resources too thin. You will be looking at the president you have chosen in *each of his roles*, that you will later become familiar with, evaluating how this president has responded to the issue you have chosen during his term, or terms. Please order your selections by preference—numbers 1-6. My criteria for assigning you a president will be based on coverage of as many presidents as we can, so we are able to see first-hand how presidents have handled these issues. Thus to be most assured of your top choice, select a president whom few others will probably select.

## **2 .The Research Prospectus**<sup>5</sup>

The *prospectus* for your 20-page paper is to be *2-3 pages* in length with an added page or two, if needed, for your annotated bibliography. The three-page prospectus is to include the basic research question or thesis statement, as well as the *approach* you expect to use. The prospectus should follow the format presented in the sample prospectus that you will see to ensure that each role will be covered.

The annotated bibliographic page of your prospectus should include at least 6-8 sources—other than the course books-- including four or five on the assigned president as well as two or three on the social policy you expect to look at. Each of these sources should have a brief description as to why you have included it on the bibliographic page. Please note that this source page is *only a beginning* and should not be thought to be the only sources you consult. This is not to be a topic report, but is to be an actual research project, similar to the sort of research that went into the recommended books for this course. While reliable and substantive *secondary* sources can be used, it is strongly suggested that you include a major portion of your research from *primary* sources which can include such documents as presidential *speeches*, *executive orders*, references to *appointments* made, *structural additions* to the administration related to social issues, and any *legislation or treaties* or *executive agreements* encouraged and engaged in by the president. One may also find original sources in government documents, court decisions, Congressional hearings, in related White House documents, and the current presidential papers can be found at: [www.whitehouse.gov](http://www.whitehouse.gov). and at [www.gpo.gov/nara/pubpaps/srchpaps.html](http://www.gpo.gov/nara/pubpaps/srchpaps.html).

but they cover no presidents prior to George H. W. Bush. Presidential papers for presidents earlier than George H. W. Bush— since Herbert Hoover-- may be found in hard copy in the Lee Library, government documents section. For the pre-modern presidents, records can be found in

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<sup>5</sup>If you have difficulty in writing your prospectus or the later paper, please contact the Writing Center for assistance. I will expect that your prospectus will use good grammar, and spelling and all that you previously learned in PS 200 will apply to what you do in PS 410.

in private writings, autobiographical sources and government records in hard copy in Lee Library. Court cases can be found in *U. S. Reports*, in the law library or at such web sites as [www.supremecourtus.gov](http://www.supremecourtus.gov) and [www.findlaw.com/](http://www.findlaw.com/). Legislation can be found in the *Congressional Record*, *U. S. Statutes at Large*, in *Congressional Quarterly*, or such web sites as: <http://thomas.loc.gov> ; while Congressional Hearings can be found at [http://gateway.library.uiuc.edu/doc/newpages/historical\\_docs/location.htm](http://gateway.library.uiuc.edu/doc/newpages/historical_docs/location.htm).

Reliable newspapers like *New York Times*, and *Washington Post* will also have extended excerpts of major court decisions as well.

We will take at least one day for all of you to *present your prospectuses* to the class. You should take no more than 5-6 minutes in sharing them with the class. Class members *are expected to offer useful criticisms* on each prospectus.

### **3. The Funding Agency Prospectus designed to appeal for money to a Funding Agency outside political science:**

The capstone course is a course that asks that you take the opportunity to write to different audiences, audiences within and outside the discipline. While your **paper** and the **primary prospectus** has been written specifically for an educated audience within the discipline, you will now take that prospectus and refashion it, rewriting a *3-4 page Funding Agency prospectus* that you could submit outside your discipline. You can title this prospectus: **FOR THE FUNDING AGENCY**. This will mean that you will need to rephrase it, use different wording, emphasize different aspects of it, and possibly incorporate different material. In this agency prospectus you will want to answer the following questions:

- 1) **What is the importance of the issue you are dealing with?** Let the agency know why this issue is important; why you see this as a worthy project to be funded;
- 2) **Why have you included some information and left other information out of your proposal?** Why is the information you have included essential to your funding application?
- 3) **Why are these options that you have included critical to your agency prospectus?** Include all the critical options, but eliminate those that are irrelevant, unrealistic, unreasonable, or unrelated. You may want to specify why some options are not included.
- 4) **Why should the funding agency support your proposal?** How does your proposal relate to other proposals that the agency may be considering or have considered in the past?
- 5) **Be concise; be brief:** Don't tell the agency what it probably already knows. Put yourself in the place of the agency head. What information would you want to know to fund your project?

**6) Avoid showing your biases and tailoring your assumptions:** Try and present your views fully and as fairly as possible, tailoring it to your audience, the funding agency.<sup>6</sup>

### **3. The Paper itself:**

Once you have the prospectus written, then how do you use it to write your paper? Examine carefully the sample prospectus given you. This sample is not the only format you could use, you understand, but it includes all the information that you need. But as long as you include the essential parts of the sample in your format that may be different, that is also acceptable, but you may first want to check with the instructor before you launch off into another format.

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<sup>6</sup>What was suggested here as guidelines have been adopted from The Crisis Game Video Case, Study Guide (Harvard University, 1986) and from Prof. Eric Hyer's Capstone materials.

The *core of this course* will be the *20-page paper*<sup>7</sup> you will write. In your paper you will follow the prospectus that you have worked on previously. You will write both a first draft and final draft for the final grade. The prospectus is designed to help you in writing the first draft and final paper. The prospectus should be in such a form that it will require only a fleshing out in order to produce the first draft.

As you begin writing *ask yourself* the following questions about your prospectus:

1. Are you *using* your prospectus as a means to *screen information* to create your first draft?
2. What seems to work *best* for you in your prospectus to give you the help you need in writing your 20 page first draft?
3. Where do you feel the *greatest need* is in your prospectus in order for it to give you the most help in writing your first draft. Will there need to be changes made in your prospectus now that you have done more research on your topic?

You will receive *peer reviews and critiques* on your first draft of your paper, that should be helpful to you as you complete your final 20 page paper. The paper should be *double-spaced*, should use a font face of *Times New Roman* and a font size of *12* and *endnotes* rather than *footnotes* or *in-text notes* that should be used as your source references. Each reference in the text is designated with an *arabic numeral* [NOT *roman numerals* ] that refers to the endnote at the end

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<sup>7</sup>Two good examples of papers to look at as examples for your paper were Benjamin Mudrick's, "Pride in our Progress: an Examination of the John F. Kennedy Administration's Record Concerning Civil Rights and Environmentalism," and Hilary Jan Izatt's "The Precedent of a President: Theodore Roosevelt and Environmental Conservation," which both appeared in *Sigma: Journal of Political and International Studies* (Brigham Young University, Winter 2004), pp.31-46; and pp.83-101. There will be four copies of this issues of *Sigma* available to look at in the Department.

of the text. You should also follow the guidelines you find in the latest edition of Kate Turabian's *Manual for Writers*<sup>8</sup> or *The Chicago Manual of Style*.<sup>9</sup> Both of these style books can be found in BYU library or purchased through the BYU Bookstore.

#### **4. Oral Presentation:**

Your *major oral presentation* will be on the first draft of your paper. This draft *should be made available* for any student to look at one week before making your presentation. Circulation may be by e-mail cutting down on the cost of duplication.. The oral presentation date will be assigned to you by the instructor. The presentation should not take more than *10-12 minutes*, and should consist of a *discussion of the research question* or the *theory involved*, the *methods you have used* to support your thesis, and a *discussion of the findings* thus far.

#### **5. Paper Critique:**

In addition having your paper available for any student who wishes to read it, *two students* will be specifically *assigned in advance* to critique the first draft of each student's first draft after their presentation. These students will receive hard copies of the paper ahead of time for the presentation. The instructor will also receive a hard copy of the paper draft. Each student critique should take about *five minutes*. The critique should be both *oral* and *written*, so a copy of the evaluations can be given to the author of the paper as well as to the instructor. A *brief discussion* will then follow from the class members. Each student will probably have two papers to critique.

Each student will then *make use of these criticisms* from the students and the instructor even incorporating them in the text, if appropriate, during the rewriting of the paper. An *inclusion statement* should be filed with a copy of the *final draft of the paper* wherein you list that which you have included in your final draft from the critiques you received. The *final draft of the paper will be due* to the instructor not later than class-time, **December 4<sup>th</sup>**. Depending on time, students will also have a chance for a brief explanation to the class as to how the *final draft* of the paper has been improved since the first draft. This *final report will not receive a separate grade*, but will be factored into the *final draft grade*.

#### **6. Class Discussion and Participation:**

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<sup>8</sup>See Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> edition (Chicago: University of Chicago Press, 1996)

<sup>9</sup>*The Chicago Manual of Style*, 15<sup>th</sup> ed. (Chicago: University of Chicago Press, 2003).

You all are expected to take an *active role* in classroom discussion. Class attendance is very important. Although a class roll will not be taken, the class is small enough that *your absence will be noted. Meaningful discussion is essential*, since there will be no class lectures. Such discussion, of course, cannot take place unless you *come prepared to participate*. During the first part of the course, we will be reading and discussing material related to topic in question. Each student will be assigned to lead a discussion. *All members* of the class will come with *questions and comments* on the assigned readings. During the latter part of the course, the subject of discussion will be your own research work on the general topic.

The sort of questions that are most useful for discussions consist of:

1. Open-ended questions, which are much preferred over “yes-no” questions, or “list” questions, or “what am I thinking of” questions;
2. In your remarks, *push beyond the material* you are dealing with in the questions you ask.
3. Ask *why the issues are important*; and *why the relationship of the issue with the president is important*;
4. The *more you know* about the *presidency and social policy*, the better the questions about the particular issue\issues will be.

### **7. Other course policies:**

It is essential, given we meet only once a week, that *all assignments be turned in on time*. If any assignment is turned in *late*, a 5 percent penalty for each day that it is late will be assessed. A paper that is four days late, for example, will have his\her grade reduced from what it would have been, by *20 percent*. Late penalties are waived only for legitimate medical reasons or for family emergencies. Please do not get yourself into a situation that will be damaging to you. Keep the communication channels open. Please let your instructor know of any difficulties.

### **8. Grading breakdown:**

<b>Presentation of assigned course material and discussion of material presented by others</b>	10%
<b>Research Prospectus and oral presentation of the prospectus:</b>	20%

<b>Funding Agency Prospectus to a funding agency outside political science:</b>	10%
<b>Initial first draft of the paper and your presentation of the draft to class:</b>	20%
<b>Peer critique of other papers:</b>	10%
<b>Final draft of the paper, the inclusion statement, and a brief explanation to the class as to how the paper has been improved since the rough draft:</b>	30%

**NOTE:** Make sure that you **KEEP COPIES OF ALL THE WORK THAT YOU DO** in this course. With so much paper work required, it is essential that none of it gets lost. Make sure you check for virus' on your computer again so that you can make the deadlines and so that nothing gets lost.

**9. A Word on Plagiarism and sexual discrimination:**

**STATEMENT REGARDING PLAGIARISM AND SEX DISCRIMINATION<sup>10</sup>**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of **cheating** or **plagiarizing on papers**. Brigham Young University does not tolerate plagiarism. When a student uses a purchased research paper, the work of another, the ideas or words of another, or portions therefrom, and represents this as his or her own work without giving proper credit, then that student has plagiarized the source. Any student who . . . plagiarizes the work of another [or cheats on any exam or assignment] risks a failing grade on the particular assignment, a failing grade in the class, and appearance before the Honor Code Council. You may want to see <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism.

**Title IX of the Education Amendments of 1972** prohibits **sex discrimination** against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you

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<sup>10</sup> Portions of this statement were developed by our former Dean, Clayne Pope, of the College of Family, Home and Social Science.

encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any **disability** which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895, D-282 ASB.

## **10. Sensible Guidelines to follow in Writing your papers:<sup>11</sup>**

### **A. Paper Expectations:**

The paper should have no spelling, typographical or grammatical errors in it. It should also be analytically strong..

### **B. Comprehensiveness of the Paper:**

The paper should discuss the important issues and arguments supporting them with examples and logic to support your claims. Do not include unsupported assertions in your paper.

### **C. Make your Thesis clear:**

The main arguments should be suggested in your thesis statement. The research paper should always keep this thesis in mind. The thesis statement could well be more than one sentence. In the thesis statement your conclusions should be suggested as well as giving the reader guidelines to your main arguments. It can be put in the form of an *If this, then that* format or a *Given this, then that* format, or it may be in the form of an analytical question or statement. Place your thesis in such a location that it can easily be found, since that is what the rest of the paper is judged by.

### **D. Present your ideas as clearly as possible:**

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<sup>11</sup>This abbreviated listing of guidelines was inspired by a more complete listing put together by Professor Ray Christensen, chair of the Department of Political Science.

Individual paragraphs should all fit the structure you set up. Let your thesis be your constant guide.

E. Remember: your audience is an educated audience:

Write your paper to this audience.

F. Avoid excessive use of quotations:

Excessive reliance on quotations will weaken the paper's thrust. Quotations can be used, of course, when you are examining the particular text of a document, or to paraphrase another author. But do not string quotations together. You must explain to the reader why you are using the quotation. Make sure when you do use a quotation that it is documented with proper source note. The course books for class give you examples.

G. Remember to tightly organize your paper, and avoid padding the paper.

If you have questions about a section, try cutting out portions to see if the overall paper suffers.

H. Cut out unnecessary words; seek to use the "best word" regardless of length or complexity. Avoid colloquial expressions, trite phrases, and inflated jargon:

Clarity should be your primary goal in writing. Use active verbs when possible. Remember, this is to be a formal paper and colloquial expressions have no part to play in a formal paper. Don't be "wordy" or try to impress with academic *jargon*, which is defined as "obscure and often pretentious language marked by circumlocutions and long words."<sup>12</sup> Don Norton (BYU English faculty) recommends: "One should always choose the common, familiar word, unless the 'big' word clearly is more precise in meaning" because "the best writing is simple, concise, and direct." Another writer has suggested that "clear simple writing is a reflection of depth of thought." Donald R. Snow (BYU Math faculty) indicates that "people expend mental energy reading things and you need to write to minimize their effort to understand or they will not read what you write. As you edit your drafts you may discover that some words or phrases you used do not really say anything and the meaning is unchanged by just deleting them."

Excellent writing will not only help your grade in this course, it will, more

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<sup>12</sup>Merriam-Webster's Collegiate Dictionary, 10<sup>th</sup> ed. (Springfield, MA.: Merriam-Webster, 1998), 627.

importantly, help you professionally no matter what field you eventually chose to follow.<sup>13</sup>

I. *Give your paper to another person to read before you hand it in to see if what you have asserted is clear to them.*

This person can be in the major or outside the major. You might want to give portions of your paper to Writing Center personnel. The entire paper may be too long for Writing Center people to read, but you could have them read portions of it.

J. *Research Guidelines:*

1. *Sources:* write down the complete source the first time you list it. This way you will not have to revisit it. The following should be included in the reference notes you take: *author, title, book, journal or magazine, volume and the actual page of the quotation.* Your annotated bibliography will also need *inclusive pages* in any journal. NEVER forget the source. Stylize the source according to Turabian, *A Manual for Writers* or *The Chicago Manual or Style*.

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<sup>13</sup> I want to thank Prof. Eric Hyer for sharing with me what Professors Norton and Snow suggested about writing. I fully support these suggestions.

2. Accuracy rather than Speed is preferred.<sup>14</sup> It is absolutely essential that the data collected be *accurate*. This means that *quotations* as well as *numerical data collected* need to be accurate. Reread the material after you have written it down comparing it with the original sources.

3. Supreme Court cases: Whenever you cite a Court case you must give a full citation the first time you use it. The case will be italicized, with a “v.” between the parties involved. That full citation will have the volume of *U.S. Reports*—the official source for the Court— the first page the case appears in *U.S. Reports*, and the date of decision. If you were citing *Roe v. Wade*, the full citation in the endnote would look like this:

*Roe v. Wade*, 410 U.S. 113 (1973).

After the first time you cite the case it can be thereafter referred to as *Roe v. Wade* (1973), or *Roe*, if there are no other case you have used with *Roe* in it.

4. Congresspersons: All Congress persons should be fully named, the first time you mention the person, with the abbreviation of his\her party and state following their name. For example: Senator Orrin Hatch (R-Ut).

5. Primary Data is most *always* to be preferred to Secondary Data. But high quality secondary sources and conclusions drawn from secondary sources may guide you to additional Primary Data and to making your own Conclusions. So, don't ignore excellent substantive secondary data, but just don't rely exclusively on it. Make sure you cite properly the primary documents you use. *University of Chicago Manual of Style* should give the proper designation of governments as should *Turabian*. Should they not give this, then *Presidential Papers* should give you an example of the appropriate acceptable citation style.

6.. Tables, graphs, or other collection of data can be a usual way to summarize the data you have collected. If you use a Table or Graph make sure that it complies with an acceptable format that you can find on the computer.

7. Remember the importance of your Conclusion to the paper. This is the reason you have written your paper. You should not just summarize what you have previously written about. You should take this opportunity to **MAKE**

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<sup>14</sup> This suggestion should not be used as an excuse for missing any of the *deadlines!!*

SOMETHING OF WHAT YOU HAVE WRITTEN. In graduate school the primary question one learns to direct to your own work is SO WHAT? once you have concluded your work. If you can't answer that question, there is something wrong with what you have done.

6. *Don't be discouraged* if you don't find what you are after, or don't come up with the conclusions expected. If you have checked and rechecked the material for the data you are looking for and still can not find it, this can well be an important conclusion if the *initial question is important*.

5. Become familiar with *web sources*. The *Internet* has a wealth of resources. Know also how to accurately *document the web sources*. Seek out *Internet Research Guides*; know the best search engines to use, ie, *Yahoo, Opentext, Lycos, Altavista, Excite, Dejanews, Infoseek, Webcrawler*, and the most complete, and my favorite, *Google*, are examples. Stay away from *wikipedia*, however. There have been problems with this collection of information.

*Tips when on the web:*

- a. Know *exactly* what you are looking for;
- b. Determine what *key words* might help you find what you are after;
- c. Maintain *high discipline* when you are researching a topic....remember to stay with exactly what you are looking for. *Stay focused*, in other words.
- d. Constantly check your *resources* and make sure that they are appropriate to what you are looking for. If not, check other sources.
- e. You can tell if your *search is over* when the question you initially have asked has been answered.

**Reading and Discussion Schedule:**

**September 4**

- .Introduction– go over syllabus;
- .Look at the presidency;
- .Hand in your six presidential choices accompanied by one social issues for each presidential selection not later than September 11.

(assignment of reading for next week)

Assignment of groups.

**September 11:**

Submission of presidential choices.

Assigned reading for discussion:

.Daynes\Sussman, chapter. 1–presidency, roles and policy [group 1]

.Tatalovich\Daynes, *Forward, Introduction*, and chapter 1–abortion [group2]

.Smith\Tatalovich, chapters 1, and 4, pages 218-219; Appendix A.2 [group 3]

(assignment of reading for next week)

**September 18:**

**ETS Examination** will be administered in 105 SWKT from 6-9pm

While we will not meet this day because of this exam, I will notify you all by e-mail of your assigned presidential choices so that you can begin writing your two *prospectuses*

**September 25:**

Assigned reading for discussion:

.Daynes\Sussman, chapters 2-3 [group 4]

.Soden, chapters 5-6 [group 1]

.Smith\Tatalovich, pages 140-148.[group 1]

(assignment of reading for next week)

**October 2:**

\*The two *prospectuses* are **due** today– the *research prospectus* as well as the *funding agency prospectus*.

Assigned reading for discussion:

.Daynes\Sussman, chapters 4-5 [group 2]

.Tatalovich\Daynes, chapter 6–church\state; chapter 7–gun control; [group 3]; chapter 3–animal rights [group 4]

.Soden, chapter 4 [group 4]

.Smith\Tatalovich, pages 174-184.[group 4]

**October 9:**

Prospectus' presentations

(assignment of reading for October 23)

**October 16:**

**no class today since instructor in on assignment at SUU.**

**October 23:**

Any remaining prospectus presentations:

\*Hand in first draft of your paper to instructor and to peers.

Assigned reading for discussion:

.Tatalovich\Daynes, chapters 8–hate crimes; chapter 9–pornography [group 1 ]

.Daynes\Sussman, chapter 5 [group 2]

.Soden, chapters 7-8 [group 3 ]

.Smith\Tatalovich, pages 201-215. [group 3]

(assignment of reading for next week)

**October 30:**

\*First draft will be returned by instructor

Assigned reading for discussion:

.Tatalovich\Daynes, chapter 2–affirmative action [**group 4**]

.Riley, Part 1–historical context–chapter 3;[**group 1**]  
Part II,–chapters 4-8.[**group 3 and 4**]

.Soden, chapter 9 [**group 4**]

**November 6:**

Oral presentations with student peer critiques.

**November 13:**

Oral presentations with student peer critiques.

**November 20:**

Oral presentations with student peer critiques.

Pass out sheet for signing up for individual meeting with instructor on November 27.

(assignment of reading for November 27)

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**THANKSGIVING BREAK:**  
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**November 27:**

Writing of Final Draft– meet individually with instructor to discuss what you will be doing in writing of the final draft.

**December 4:**

Final draft is due not later than December 4 during class time.

Assigned reading for discussion:

“What will be the expectations for the post-Bush period regarding the American president and social issues?”

.Daynes\Sussman, chapter 6. **[group 1]**

.Tatalovich\Daynes, review *Forward* and *Introduction* **[group 2 ]**

.Soden, chapter 10 **[group 3]**

**December 11:**

Special last day– short final presentation on final draft