Political Science 410  
Capstone Seminar  

Fall 2011

B. Daynes  
Office: 740 SWKT  
Office hour: Mon. 9-10; 3-4.

Class time:  
Wednesday 3:00-5:30 pm

Course Rm: 793 SWKT

TOPIC:

“White House Politics and the Social Agenda”

OBJECTIVES OF THE COURSE:

Objective #1: TO WRITE THE BEST PAPER YOU HAVE WRITTEN THUS FAR IN YOUR COLLEGE CAREER

This objective will be developed through the focus that will be placed on your paper. You will go through a first draft and final draft and the entire course is oriented around improvement of your writing and research skills.

Objective #2: THIS COURSE WILL ALLOW YOU TO USE THE KNOWLEDGE YOU HAVE THUS FAR OBTAINED IN YOUR COURSES TO INCORPORATE IN WHAT YOU DO IN THIS CLASS.

There is reason for suggesting you take this course as a senior, since you will be able to rely on what you have thus far learned in your college career about writing and research as you begin writing the draft of your paper.

Objective #3: WRITE A PUBLISHABLE ARTICLE OF PROFESSIONAL QUALITY.

In this course we will go through the procedure that you will find useful in writing professional quality papers including multiple drafts, peer reviews of your work and final assessment.
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,¹ 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 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

¹ Social policy is 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.
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. Students will be expected to write a professional grade paper addressing political science questions. In this capstone you will examine these questions within the context of the American presidency and the social agenda.

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, rough draft and 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 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:


T. Alexander Smith and Raymond Tatalovich, Cultures at War: Moral Conflicts in Western Democracies (Toronto: Broadview Press, 2003) ISBN 1-55113341. (Note: on the syllabus the book will be designated as “Cultures”)

NOTE: It is also highly recommended that you consult The New York Times and/or other national newspapers such as The Washington Post, Christian Science Monitor, 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 choices:

   In order to minimize conflict among you, I am asking that by Friday, 10 September 2010 at noon that you submit to me a list of five modern presidents, one pre-modern president, and one social issue per president. 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. Let Table 3.1 in Daynes and Sussman, American Presidency and the Social Agenda, p. 80 be one of your guides in your selection of presidents and social issues. This Table assesses the primary social policy on which most of these presidents focused.

   I will not allow more than three persons to select the same 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 1-5. My criteria for selection will be to assure as wide a spread as possible making sure that as many different presidents are covered as possible. Thus to be most assured of your top choices select a president whom few others will probably select.

2. Prospectus (Research design).

   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

   2 We have had eleven modern presidents plus our current one: F. D. Roosevelt, Truman, Eisenhower, Kennedy, L. Johnson, Nixon, Ford, Carter, Reagan, George H. W. Bush, Clinton and George W. Bush. President Obama will not be one of the choices since he will not have finished his one term.

   A listing of pre-modern presidents and the environment can be found in two articles in Soden’s The Environmental Presidency, chapters 1 and 3. The difficulty of selecting a pre-modern president is that social issues are fewer in number. On the other hand our first “conservation” president was Theodore Roosevelt.

   3 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.

   4 A bibliography is a listing of sources (books, journals, websites, periodicals, etc.) you will be using for your research. An annotation gives the main arguments in the source and an evaluation of how useful it will probably be.
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 example prospectus that you will see. I will hand out a *guideline* as to what you might include in your prospectus.

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.

Other websites of interest to those doing research on the presidency include the following:

- [www.presidency.ucsb.edu](http://www.presidency.ucsb.edu);
- [www.americanpresident.org/history](http://www.americanpresident.org/history)
  [The Miller Center’s web site at U. of Virginia]
- [www.ipl.org/div/potus](http://www.ipl.org/div/potus)
- [fedbbs.access.gpo.gov](http://fedbbs.access.gpo.gov)
- [www.senate.gov](http://www.senate.gov)
- [www.house.gov](http://www.house.gov)
- [www.loc.gov](http://www.loc.gov)
  [The Library of Congress]
- [www.loc.gov/rr/new/fedgov.html](http://www.loc.gov/rr/new/fedgov.html)
  [executive agencies]
- [www.govspot.com](http://www.govspot.com)
  [state government]
- [www.congressweb.com](http://www.congressweb.com)
- [www.gpoaccess.gov/congress/index.html](http://www.gpoaccess.gov/congress/index.html)
  [Congressional committees]
- [www.cq.com](http://www.cq.com)
  [Congressional Quarterly source]
- [www.hillnews.com](http://www.hillnews.com)

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. **Research Prospectus 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*  

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5 Please do not list or use any sources from *Wikipedia*, given questions about its reliability. If you find a reference there that you feel you *must* use, go to another source to list it.
**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. Let them be your guideline in writing this prospectus.

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.6

The two prospectuses are not to use the same language. If I see that you have just copied your research prospectus into this format giving it little thought, your second prospectus will get a failing grade.

**Both of these prospectuses will be due 5 October 2010.**

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 represented the best prospectus

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6 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.
that was handed in during a previous capstone seminar. This sample is not the only format you could have used as long as you include the essential parts of the sample in your format.

The core of this course will be the 20-page paper you will write. This is not to be a topic report that you will be writing. This 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 write a major portion of your paper based on primary sources which can include such documents as presidential speeches, executive orders, proclamations, references to appointments made, structural additions to the administration related to the social issue, and any legislation encouraged by the president. One may also find original sources in government documents, court decisions, Congressional hearings, in related White House documents. Many presidential papers for presidents before Obama can be found at www.gpo.gov/nara/pubpaps/srchpaps.html. For presidents that cannot be located on the web, hard copies of their presidential papers can be found in Lee Library governmental section back to Hoover. For earlier presidents, records can be found in many books on that president in Lee Library. Court cases can be found in U. S. Reports, and such web sites as www.supremecourtus.gov and www.findlaw.com; legislation can be found in the Congressional Record, U. S. Statutes at Large, in the Congressional Quarterly, or such web sites as: http://thomas.loc.gov and Congressional Hearings at 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.

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?

7 A guideline for the paper will be handed out.

8 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 two copies of this issue of Sigma available to look at in the Department.
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 a Roman numeral— that refers to the endnote at the end of the text. You should also follow the guidelines you find in the latest edition of Kate Turabian’s Manual for Writers or The Chicago Manual of Style. 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 based on the first draft of your paper. This draft should be made available in hard copy to the instruction and the two peers who will be critiquing your paper one week prior to the presentation. 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:

Two students will be specifically assigned in advance to critique the paper of each student after his/her presentation. Each student critique should take about five minutes. The critique should be both oral and written so a copy of the evaluation can be given to both the author of the paper and to the instructor. A brief discussion will then follow from the class members. Each student will probably have two or more papers to critique in a class of twenty.

Each student will make use of these criticisms from the students and from the instructor, even incorporating the most appropriate ones into the text for the final draft. A final draft of the paper will be due to the instructor not later than class-time on 1 December 2010.

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9 See Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 7th edition (Chicago: University of Chicago Press, 2007)

10 The Chicago Manual of Style, 15th ed. (Chicago: University of Chicago Press, 2003). If there is a later edition, that can certainly be used.
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.

When handing in the final draft, be sure and turn in a statement as to how you used the critiques you received from the two peer reviewers and from the instructor.

6. Class Discussion and Participation:

You all are expected to take an active role in classroom discussion. Class attendance is essential. 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.

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, go beyond the material you are dealing with and 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—during class time unless an emergency should occur. 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:

Presentation of assigned course reading material and discussion of material presented by others: 10%

Research Prospectus and oral presentation based on the prospectus: 20%

Prospectus to a Funding Agency outside political science: 10%

First draft of paper and presentation of the draft to class: 20%

Critique of other papers: 10%

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: 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 viruses on your computer again so that you can make the deadlines and so that nothing gets lost.

There is one further requirement in this course:

The department each year administers an ETS exam to both freshman and seniors to judge student learning. This year the exam will be administered to seniors in the fall, and you all in this course have been selected to take the exam.

Five percent extra credit will be given to each of you for taking this exam that will be factored into your overall grade for the semester.

The secretaries and Prof. Kirk Hawkins will provide a selection of times out of class when you may take the exam. In other years the exam has been given in one of the computer labs.

On completion of the exam, those of you who wish to know your score can find out the results asking one of the secretaries in the department.

This is important for us to know how our programs compare to other university programs. Thus it is important to engage in this exam each year.
9. A Word on Plagiarism, sexual discrimination, and those with disabilities:

STATEMENT REGARDING PLAGIARISM:

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; as well as deal with the stress and strain of college life without resorting to cheating. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found in detail at http://honorcode.byu.edu/content/academic-honesty-details.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Academic Honesty Details--- from the Honor Code Office:

- **Direct Plagiarism:** The verbatim copying of an original source without acknowledging the source.
- **Paraphrased Plagiarism:** The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
- **Plagiarism Mosaic:** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- **Insufficient Acknowledgment:** The partial or incomplete attribution of words, ideas, or data from an original source.
Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Other Academic Misconduct—from the Honor Code Office

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another an unadministered test or answers to an unadministered test.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.

STATEMENT REGARDING SEX DISCRIMINATION:

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

STATEMENT REGARDING DISABILITIES:

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 Services for Students with Disabilities Office (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 Employment Office at 422-5895, D-282 ASB.

10. **Sensible Guidelines to follow in writing your papers:**

   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. Make the thesis clear and to the point. To not overload it with complex language.

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

   Individual paragraphs should all fit the structure you set up. Let your thesis be your constant guide. I will check each assertion you make in the paper to make sure that it reinforces your thesis statement.

   E. *Remember: your audience is an educated audience:*

   Write your paper to this audience of educated persons.

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11 This abbreviated listing of guidelines was inspired by a more complete listing put together by Professor Ray Christensen of the Department of Political Science.
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.” 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.”

Excellent writing will not only help your grade in this course, it will, more importantly, help you professionally no matter what field you eventually chose to follow.

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:*

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13 I want to thank Prof. Eric Hyer for sharing with me what Professor Norton suggested about writing. I fully support these suggestions.
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 inclusive pages as well as the actual pages*. NEVER forget the source. Stylize the source according to Turabian, *A Manual for Writers* or *The Chicago Manual of Style*.

2. **Accuracy rather than Speed is preferred.**¹⁴ It is absolutely essential that the data collected is *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 the following:

   

   After the first time you cite the case it can thereafter be referred to as *Roe v. Wade* (1973).

4. **Congresspersons**: All Congress persons should be named, with the abbreviation of their 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 one to Primary Data and may lead one to making one’s 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.

K. **Things you need to remember**:

1. **Paginate** your research paper.

2. **Staple** the pages of your paper with the proper size staple. If you need a larger size staple come to the department and use the stapler.

¹⁴ This suggestion should not be used as an excuse for missing any of the deadlines!!
3. Watch spelling and the proper use of language for an educated audience.

4. Do not use abbreviations unless you give the reader a guide to those abbreviations.

5. Don’t pad your paper with wide margins and wide spacing of words.

6. Have an unnumbered cover sheet with your name; the name of the class; and title of your research paper.

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**Reading and Discussion Schedule:**

**September 7**

- The books
- The syllabus—why there is such a course
- look at presidency;
- presidential choices will be turned in no later than Friday, 9 September 2011 to the Department box.

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**September 14:**

- announce presidential choices.
- Assigned reading for discussion—on the mechanics of the course:
  - Social Agenda, chapter 1—presidency, roles and policy \(\textbf{[group 1]}\)\(^{16}\)
  - Cultures, chapter 1—Introduction \(\textbf{[group 2]}\)
  - Moral Controversies, \textit{Forward, Introduction} \(\textbf{[group 3]}\)
  - Cultures, chapter 3—Culture theory and warring cultures

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\(^{15}\) Because of the American Political Science Convention, this class will not begin on 8 September 2010.

\(^{16}\) The class will be divided into presentation groups if there are enough students in the class. Otherwise, I will assign individuals to lead the discussion on the particular books.
September 21

Assigned Readings for discussion:

White House Politics, chapters 1-3 [group 1]
Social Agenda, chapter 2: opinion\party leader and the social agenda [group 2]
Cultures, pp. 201-212 [also group 2]

September 28:

Assigned reading for discussion:

Social Agenda, chapter 3-- legislative leader and social agenda [group 3]
Moral Controversies, chapter 1: abortion [group 4]
Cultures, pp. 218-219; Appendix 2 [also group 4]
Social Agenda, chapter 4: chief executive and the social agenda [group 5]
Moral Controversies, chapter 5: church\state [group 1]

October 5

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

Assigned reading for discussion:

Moral Controversies, chapter 7: global warming [group 2]
White House Politics, chapters 4-6 [group 3]
October 12:

Prospectus presentations

- assignment of peers in preparation for evaluation of first drafts

October 19:

Any remaining prospectus presentations—

Assigned Reading for discussion:

  . Moral Controversies, chapter 6: gun control [group 5 ]
  . Moral Controversies, chapter 4: hate crimes [group 1 ]
  . Social Agenda, chapter 5--chief diplomat/commander in chief [group 2 ]

October 26:

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

Assigned Reading for discussion:

  . Moral Controversies, chapter 8: animal rights [group 3 ]
  . Moral Controversies, chapter 2: death penalty [group 4 ]
  . White House Politics, chapters 7-8 [group 5 ]
November 2:

*First draft handed back

**Oral presentations** with student peer critiques.

Pass out roll for individual meetings with instructor on Final Draft 17 November

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November 9

**Assigned reading for discussion:**

- Moral Controversies, chapter 3: gay rights [**group 1**]
- Social Agenda, chapter 5—chief diplomat/commander in chief [**group 2**]
- White House Politics, chapters 9-10 [**group 3**]

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November 16

**Meet individually with instructor on final draft of paper**

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THANKSGIVING BREAK:
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November 30:  **Final draft due**—with a statement as to how you used assessments you received from instructor and peer reviewers.

Assigned reading for discussion:

“What will be the expectations for the 21st century regarding the presidency and social issues?

.Social Agenda, chapter 6.—conclusion  **[group 4]**
.Moral Controversies, review *Introduction*  **[group 5]**
.Cultures, chapter 4—breaking into\'apart the political system  **[group 1]**
.White House Politics, conclusion  **[group 2]**

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December 7:  last day—short oral presentation on final draft