



**B) Write an Annotated Bibliography.**

**75 pts**

**By R, Oct 1**

An annotated bibliography contains citations and brief paragraph-length summaries (typically 3-5 sentences). Your annotated bibliography should contain at least 15 items, including one book, five journal articles, and two conference papers or other scholarly monographs, and it must use the APSA citation format.

**C) Make a Graphic Organizer for Your Literature.**

**75 pts**

**By M, Sep 28**

Create a graphic organizer to help you find relationships between pieces of existing scholarship on your topic. This may be a Venn diagram, a matrix, a concept web or mind map, or other form of organizer. Your organizer should contain at least 15 sources and include a typed, alphabetized bibliography in APSA format. (electronic if reasonably possible, hard copy if not [i.e., Venn diagrams])

**D) Create a Potential Source Bibliography.**

**50 pts**

**By M, Sep 28**

Use library databases and catalogues to generate a list of 25 or more sources that are relevant to your proposed research topic. You must identify at least one scholarly monograph (a "book" that is not a reference title), ten journal articles, two conference papers or other scholarly monographs, and two literature reviews. Your Potential Source Bibliography must be alphabetized and in APSA format.

**E) Consult a Reference Librarian.**

**40 pts**

**By M, Sep 28**

Schedule a one-on-one consultation with a reference librarian. (I like to call them Information Specialists.) This session can help you to continue to develop your research skills, to get help in locating additional sources, or any of several other things. Are there other databases you should be searching? Are you using the best key words in your search? How do you construct a good search, or how do you sort through the thousands of results to determine which items are the most relevant for your project? Reference librarians can help you answer these questions, and do a lot of other things as well. Make a list of goals or questions on which you would like to consult the reference librarian. After your consultation, write a brief memo about your goals for the session, to what extent you achieved those goals, and the most useful tool, technique, or piece of information you gained from the consultation.

\* This may not be your only task from this section; you must also complete one from options A-D.

**Stage 3: Define the Project.**

**A) Brainstorm, Matrix, and Select.**

**100 pts**

**By R, Oct 8**

Establish criteria for "good" cases based on the type of research design you've chosen (most similar systems, structured focused comparison, process tracing, etc.), and briefly explain why these criteria will help you choose the best possible cases to test your hypothesis. Brainstorm a list of possible cases (use reference sources if necessary). Do a bit of cursory research using Wikipedia or another encyclopedia to create a matrix that lists your potential cases and their values on as many of the criteria as you can reasonably collect. Make a provisional selection of case(s) and justify your choice(s).

\* This option is available to qualitative researchers only.

**B) Define Scope Conditions.**

**100 pts**

**By R, Oct 8**

What are the temporal and spatial bounds of your argument? In other words, define the set of cases to which you think your argument should apply, both in terms of what units of observation and what era. All states in the post-WWII era? Great power wars from 1815-present? Cases of international institution modification (but not creation) where a well-defined norm of behavior already exists? Justify why you believe your argument does not apply outside these bounds. Using some basic background research, estimate the number of cases that fit your scope conditions; will this be sufficient for your intended research

design? Identify the design you intend to use and discuss whether your number of cases is sufficient for that design; if not, how will you adapt the design to accommodate your case count? For quantitative researchers, how will you identify the full set of appropriate or relevant cases? For qualitative researchers, how will you identify out-of-sample cases that didn't influence your theorizing? How will you select between the various in-scope cases to decide which to analyze in your paper?

\* This option is available to both qualitative and quantitative researchers.

#### **Stage 4: Get into the Trenches.**

##### ***A) For Quantitative Researchers.***

***100 points***

***By M, Oct 26***

First, identify and justify your data sources. Why are you using these particular sources over others? This is a particularly important question for variables for which multiple measures already exist. Second, justify the linkage between *your* concept of interest and the measurement you are using (i.e., operationalization). Why does this variable capture the concept better than alternative operationalizations? What sources are you using to collect this data, and what reassurance do you have that your measurement is reliable? Third, for each variable, identify the level of measurement, and discuss the coding schemes. Are any variables actually one level but coded or operationalized as another level of measurement? Finally, explicitly identify the type of model or specific statistical test you intend to employ to test your hypothesis.

##### ***B) For Qualitative Researchers.***

***100 points***

***By M, Oct 26***

First, explicitly identify each of your dependent, independent, and control variables, and identify the level of measurement for each. Second, discuss how you will operationalize each of the variables. For your key independent variable(s), justify the mapping of the concept to its indicator(s). Will you use multiple indicators to capture any multi-dimensional concepts? Why or why not? Second, identify by name the sources from which you will collect your key independent variable(s)' data. Discuss any potential biases, omissions, or other concerns raised by these sources. What kinds of sources or other kinds of data would help you triangulate your concept and be more certain that your data do not suffer from bias or omission?

##### ***C) Use the Library of Congress.***

***50 points***

***By M, Nov 9***

Use resources from the Library of Congress to support your research. The LoC's collections are extensive, and they have excellent holdings of non-English-language materials and regional collections. Their reference librarians are also outstanding. This is a good place to go to find those pesky last few pieces of information that you can't find anywhere else. Be aware of the access requirements and procedures before you go; you will want to plan to spend several hours there, and you will need to get a (free) access card. After your LoC visit, write a brief memo reflecting on your experience doing research there; attach one of your item call slips and (a copy of) your reader card. What kinds of information or resources could you get there that you couldn't get elsewhere? What were you *not* able to get or find, even at the LoC?

\* This option is available to both qualitative and quantitative researchers. It cannot be the only thing you do from this section; you must complete either task A or B from this section, as appropriate.

#### **Stage 5: Draft Your Research Paper.**

A standard research report typically contains six key elements:

- *Introduction*, which presents the research question and summarizes the paper's argument and findings,
- *Literature review*, which places the research question, the proposed approach, and the proposed argument in the context of prior scholarship,

- *Theory and hypotheses*, which explicitly specify the expected relationship between concepts, the mechanisms producing these links, and falsifying evidence,
- *Research design*, which discusses the scope or domain of the project, operationalization and measurement, data sources, and case selection (qualitative) or data-analysis technique (quantitative),
- *Analysis*, where the evidence is presented, and
- *Conclusion*, which summarizes the theory, evidence, and findings, and specifies avenues for related future research (unresolved or newly-raised questions, etc.), policy implications, or similar extensions of the work.

Sometimes, for presentational reasons, authors will merge sections: literature review with theory/hypotheses, theory/hypothesis with research design, or the research design with analysis. All six parts are present even if the elements are not themselves in distinct subsections of the paper. The two task options below are incompatible; you may only submit one draft for points at this stage.

***A) Submit a Completed Draft.***

***150 pts***

***By R, Nov 12***

A complete draft is substantially done. It includes all six elements, with no major omissions or unfinished sections, though occasional underdevelopment may persist. It has already undergone basic revision and contains few typographical errors, sentence fragments, or other easily avoidable problems. It contains a bibliography and internal citation, though it may still need some additional referencing. It may show signs that the author is thinking ahead to optional elements of the final draft. In other words, this paper is almost totally done. Any paper can be improved with revision, but this paper is clearly already beyond the 'first draft' stage. This paper is ready for review; a reviewer could provide substantive, valuable feedback because all necessary components are there in a form that the reviewer can recognize and process. (hard copy)

***B) Submit an Incomplete Draft.***

***75 pts***

***By R, Nov 12***

Incomplete drafts are missing one or more sections, or significant sections may be incomplete or clearly lacking important components. It may not include a bibliography and/or internal citations. The prose is clearly still 'raw,' with little evidence of pre-submission editing; it is a 'first draft' of a paper rather than a completed draft. It may be in 'notes' form, rather than standard prose paragraphs. Any reviewer would have difficulty providing substantive, valuable feedback because not enough material is there, or it is not there in an accessible or navigable form. This paper is in progress, rather than ready for review or public consumption. (hard copy)

**Stage 6: Review, Revise, and Rewrite.**

No paper is so good that it cannot benefit from revision. Sometimes sections just aren't as clear to the reader as they are to you. Sometimes reviewers spot holes in your theory, are aware of other evidence that supports (or undermines!) your theory, or identify other observable implications of your theory. Any argument always benefits from another set of eyes.

***A) Participate in a Peer Review Triad.***

***100 pts***

***By \*T, Nov 24\****

Peer review in a triad consists of reading and responding to the work of two other students, who will also read and respond to your work. Your grade for this component includes both your (typed) feedback to the other authors, a peer revision conference as a group, and a brief memo reflecting on the feedback you got from your peer reviewers and the key changes you make in your final draft as a result. Hard copy drafts due to peer reviewers on Thursday, November 12. Additional details will be provided. (all electronic)

***B) Consult with the Writing Center/Lab.***

***50 pts***

***By M, Nov 30***

Schedule and complete a consultation with a tutor in the Writing Center (Literature Department) or Writing Lab (Academic Success Center). Both offer similar services to all students, though the Lab is especially prepared to assist students who are not native speakers of English or who have learning disabilities. Write a brief memo reflecting on your experience conferencing about this paper, and briefly discuss the key changes you make in your final draft as a result. (electronic)

***C) Consult with Prof. Powner.***

***40 pts***

***By \*T, Nov 24\****

Schedule and complete a paper consultation conference with Prof. Powner. At least 24 hours before your scheduled conference, you must provide her with a copy of your paper (showing her feedback), a copy showing any changes you've made since then, and a list of questions or concerns you would like to discuss. After the conference, write a brief memo reflecting on the conference experience, and briefly discuss the key changes you make in your final draft as a result.

**Stage 7: Join the Scholarly Community.**

A scholarly community engages in public discussion and examination of ideas, arguments, and evidence around some set of shared standards about the discipline's goals and standards for evidence and argumentation. Because of time and space constraints, you may only choose one of the task options below. The logistics of both types of presentations mean that you will need to make a final commitment to an option no later than Monday, November 16, so that I can make all the arrangements and communicate them to you in a timely manner.

***A) Share Your Research Orally.***

***125 pts***

***M 11/30; R 12/3***

Share your research with the class as a verbal, PowerPoint-assisted presentation. Your presentation should address all six parts of a research report (see Stage 5 above). Depending on the number of students electing this option, presentations will occur on the last 2 or 3 days of class with dates and presenter order randomly assigned. To use class time efficiently on presentation days, your PowerPoint files are due on Blackboard no later than 9 PM the evening before your scheduled presentation date. Your grade for this assignment will be determined by your effective use of PowerPoint, your ability to speak confidently and appropriately about your research, and your responses to audience questions. As part of this task, you will also participate in designing the rubric for grading the presentations (via a Blackboard discussion) and help to grade other presentations. Additional details will be provided. (25 rubric, 85 presentation, 15 grading)

***B) Share Your Research Visually.***

***100 pts***

***By M 11/30; R 12/3***

Share your research with the class as an academic poster. Posters are very succinct, highly visual summaries of all six parts of a research paper. We will display the posters around the room, and your classmates and I will wander around to review them and ask the presenters questions; your ability to respond to questions is part of your grade. As part of this task, you will also participate in designing the rubric for grading the posters (via a Blackboard discussion) and help to grade other posters. Additional details will be provided. (25 rubric, 60 poster, 15 grading).

**Stage 8: Submit Your Final Draft.**

***A) Submit a Final Draft.***

***250 pts***

***By R, Dec 10***

The final draft of your research project is due on Blackboard no later than 11 AM on Thursday, December 10 (i.e., the end of our designated final exam session). Indicate clearly on the cover page if you intend to

pick up your paper next term and would like comments (putting "Please comment" under your name is fine). Please upload your file as a PDF document. Mac computers come with PDF creation software built in, and users of Word 2007 can download a free plug-in from Microsoft that provides this capability. Users of other platforms can convert their files on AU-owned computers, which are all equipped with Adobe PDF-creating software, or download any of several free "shareware" programs (such as PDF995) that have this functionality.

**\* This task is required of all students.**

***B) Write an Abstract for Your Project.***

***50 pts***

***By R, Dec 10***

An abstract is a paragraph-length summary of the six key components of a research report; most journals limit it to 250 words or less. It's often the first thing researchers will read from an article, and it should contain enough information for the researcher to determine quickly if the paper is likely to be relevant to his/her investigation and therefore worth reading in full. In a scholarly monograph (which is what you're producing!), it often goes on the cover page of the paper or on a separate page immediately behind the cover page.

\* This may not be the only task you complete from this stage; the abstract must accompany a completed paper.

***C) Prepare the Manuscript for Submission.***

***75 pts***

***By R, Dec 10***

Identify an appropriate professional outlet (usually a scholarly journal) for your research. You should research a range of outlets to find one that is the best possible fit for your work. Many specialized journals exist, and preparation for submission to a specialized outlet is worth up to 75 points. Preparation for submission to a non-specialized (discipline-wide) journal is worth a maximum of 50 points. In IR, this list includes *International Organization*, *American Political Science Review* (and other national equivalents, e.g., *British Journal of Political Science*), *American Journal of Political Science*, *Journal of Politics*, and *International Studies Quarterly*. Adhere to your selected outlet's policies for the preparation of manuscripts, which are usually found on the journal's web page and in at least one issue of the print journal annually. Many specify important elements of formatting; if your outlet specifies a citation form other than APSA, you may choose to use that instead. You should submit the 'author-identified' version of your paper, not the anonymous version. Your submission must include a cover letter addressed to the journal's editor summarizing the research project and explaining why this paper is a good fit for this journal. In your letter, you should also identify two scholars in the field whom you feel would be good reviewers for this paper; usually this is because they work on closely related topics or themes. Email a link to the submission criteria page to Prof. Powner by the due date, and if you are using the journal's specified citation style instead of APSA, please note that in the email as well.

\* This may not be the only task you complete from this stage; you must format a completed paper.

**Introduction to International Relations Research Methods**  
**SIS 206.001 Prof. Powner Fall 2009**

**Research Project Tentative Choices List**  
**Due Thurs, Sept 3**

Use the planner below to make some preliminary decisions about how you'll approach your research project. You must select at least one task for each stage. Consider your due dates and major obligations in other classes and in your personal life as you chart your way through the stages of your research. If you are planning to do multiple tasks from a section, you may want to think about setting your own deadlines earlier than the 'official' ones so that you can get feedback before going on. Feel free to pencil these in below. You may attempt as many points as you want, but only a maximum of 1000 will count towards your term grade. You may not be able to make all the decisions right now because you haven't yet determined whether a qualitative or quantitative design is most appropriate for your project, but you should consider how the deadlines will interact with your other obligations and budget space for them in your point total estimate or goal. I'll briefly review these forms and provide some feedback, and return them in class on Monday. **This document is for student and instructor planning purposes only. You are not obligated to complete the tasks identified here; you may change your mind at any time (until the stated "By" dates) without notifying Prof. Powner.**

Stage	Task Option	"By" Date	Possible Points
Total			