

Semester Snapshot

Academic capstone deadlines are highlighted in yellow.

See below for Civic Engagement capstone deadlines, which partly overlap with Academic capstone deadlines.

Sundays	Mondays	Wednesdays	Fridays
		9/1: Course Introduction Draft Proposal DUE	9/3: Library Session
	9/6: <i>No meeting (Labor Day)</i> Proposal DUE	9/8: Workshop Proposals	9/10: Workshop Proposals
	9/13: Workshop Proposals	9/15: Position and Positionality	9/17: Writing a Literature Review
9/19: Exploratory Draft DUE	9/20 Workshop Exploratory Drafts & Action Plans	9/22: Workshop Exploratory Drafts	9/24: <i>No meeting</i> Revised Exploratory #1 DUE
	9/27: Theoretical Framing	9/29: Visit by Career Exploration	10/1: Work Session
	10/4: Titles, Abstracts, and Audience Exploratory #2 Draft DUE	10/6: Workshop Exploratory Drafts	10/8: Workshop Exploratory Drafts
	10/11: Effective Public Presentations Revised Exploratory #2 DUE	10/13: <i>TBA</i>	10/15: Visual Communication
10/17: Brass Tacks DUE	10/18: Workshop Brass Tacks	10/20: Workshop Brass Tacks	<i>Fall Break</i>
	10/25: Ongoing Project Presentations #1	10/27: Ongoing Project Presentations #2	10/29: Ongoing Project Presentations #3
	11/1: Ongoing Project Presentations #4	11/3: Nuts & Bolts, plus Work Session Publications/Presentation Plans DUE	11/5: Outstanding Writing
	11/8: <i>No meeting</i>	11/10: First & Last Minute of a Presentation Rough Draft DUE	11/12: Workshop Rough Drafts
	11/15: Workshop Rough Drafts	11/17: Colloquium Planning + Work Session	11/19 Work Session
	11/22: <i>No regular meeting</i> Optional gathering, 6:30-7:30 pm	<i>Thanksgiving Break</i>	

	Epic Paper DUE		
	11/29: Advanced Slide-Making Tips & Tricks	12/1: Presentation Rehearsals	12/3: Capstone Colloquium #1 (Harmon Room)
	12/6: Capstone Colloquium #2 (Harmon Room)	12/8: Capstone Colloquium #3 (Harmon Room)	12/10: Capstone Colloquium #4 (Harmon Room)
		12/15: Final Paper DUE	

Senior Research Seminar

M-W-F 9:40-10:40 am / Fall 2021 / Carnegie 304

Facilitator: Paul Dosh

Tel: 651-641-0416

Email: dosh@macalester.edu

Office: Carnegie 203H

[Office Hours Sign-Up](#) (if Mondays 11 am-12 pm & Wednesdays 1:30-2:30 pm don't work, email me to schedule a time)

[Course Resources Page](#)

[APSA Style Guide](#)

Anonymous Question/Suggestion Box

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Welcome! This research seminar is a workshop where Political Science seniors come together to complete academic and civic engagement capstone projects with regular peer review and instructor guidance. Academic capstones are a work of original political science research and take the form of a major research paper suitable for publication or public presentation. [Civic engagement capstones](#) are projects developed in collaboration with a Twin Cities partner organization and take diverse forms depending on the nature of the project.

In addition to peer review and peer support and encouragement, our colloquium is also a place to advance your broader professional agenda. If you need to rehearse for an upcoming conference presentation, or refine a job or fellowship application, our seminar is an ideal place to do so.

Publication and Public Presentation Options

Whether you complete an academic capstone or a civic engagement capstone, you will develop a

plan to publish or present your work in an academic or community forum. Typically, your publication or presentation will not occur until after the conclusion of our seminar, so whether or not you follow through is ultimately up to you, but you are required to set your plan in motion this semester. The four standard options are:

1) **Academic Journal Publication.** You submit a 25-30 page version of your paper for publication to an academic journal. You will submit your article manuscript at the end of Fall semester. [See list of journals and conferences.](#)

2) **Community Publication.** You submit a shortened and jargon-free version of your findings to a non-academic community publication. You will communicate with the editor prior to submitting your work, to ensure a good fit. Thus, it is likely you will have secured a commitment to publish your work before the end of the semester, although your article probably will not appear until Spring. Another option is to publish a version of your findings in a country that you studied, in English or another language.

3) **Academic Conference Presentation.** You present a 25-30 page version of your paper at a local, regional, or national conference. It can be an undergraduate, graduate, or professional conference. Your actual presentation is probably beyond the scope of this seminar, but you will likely apply and seek travel funds by the end of Fall semester. [See list of journals and conferences.](#)

4) **Community Presentation.** You arrange a presentation of your research findings or civic engagement project in a community venue. This can be in the Twin Cities, in your hometown, or another place that you will visit over winter or spring break. Your presentation could be its own event or part of some larger gathering. If your project focuses on a community group, you could present your findings to the group that you studied. If you are completing a civic engagement capstone, your public event might not be just you presenting; it might be a public event involving participants in your project, or some other culminating event.

Expectations

I expect you to work with each other and with me to co-create this seminar so that it is an equitable and inclusive experience for all participants. Our seminar should be a positive and supportive part of your capstone experience.

This syllabus offers a detailed plan of action that appears rigid, but is actually flexible. The syllabus is my effort to provide you with a detailed roadmap. Whether or not you take my exact directions is subject to negotiation. We will collaboratively shape the contours of our seminar including setting dates, groups, and expectations for peer review.

I expect you to respect the work of your peers through thoughtful and constructive written and verbal critiques. Each of us must be open to the idea that we have good ideas to offer and that we can learn

from each other as well.

I expect you to be assertive and communicate with me about your needs, and especially to communicate in advance if you will be late or absent.

We will invest in our learning community outside of seminar, by making an effort to attend each other's presentations, games or events, and a capstone dinner at Paul's house, as able.

I expect you to choose a research topic or civic engagement project about which you are enthusiastic! You may have weeks where your work seems to drag and you want a change of pace, but we want our seminar to be a place where students come together to work on exciting projects. Many alumni look back on capstones as one of their favorite college experiences, where they got to immerse themselves in a project. This is a rare opportunity, so make good use of it.

I expect you to give equal attention to this 4-credit seminar as you would another class. In a typical week early in the semester, you should spend about five quality hours on your project (reading, taking notes, looking for sources, consulting with others, writing, thinking, making phone calls, visiting sites, etc.). Some weeks you will need to spend time reading assigned texts and often peer reviewing the work of other students. When a major deadline approaches, you will spend more time writing, but these are guidelines to help pace yourself in the early weeks.

Students with Special Needs

I am committed to providing assistance to help you be successful in this course. Students seeking accommodations based on disabilities should meet with Melissa Fletcher, Director of [Disability Services](#). Students are encouraged to address any special needs or accommodations with me as soon as you become aware of your needs. I'm committed to working with you to develop creative solutions and accommodations that fit your needs.

Students Experiencing Challenge or Crisis

Macalester has professionally trained staff to support students experiencing crisis. When a personal challenge or crisis occurs, it has an academic impact and may require flexibility around course responsibilities. In such situations, talking to a trusted professor can be helpful. If I can be of help, please don't hesitate to talk to me. I recognize that amid the pandemic, the state of crisis is chronic or even constant, which can make it feel harder to reach out, but I encourage you to do so.

Please be aware that I am *not* a confidential resource. Faculty are mandatory reporters of sexual violence--I am required to report any information you may share with us about an experience of sexual violence (whether it occurred on or off campus, or before or after you came to Macalester) with the Office of Title IX & Equity. This allows the Office of Title IX & Equity to follow up to offer resources and options for support. To find confidential resources on campus, visit macalester.edu/violenceprevention/support.

Readings

Most of your readings will be from a list of your own creation, focused on your project, as well as reading peer drafts. On some days, I will give presentations on topics such as research design, theoretical framing, manuscript preparation and submission, and methodological issues, but much of our time will be devoted to workshopping each other's drafts. You will give informal updates and presentations on your project most weeks of the semester.

Assigned readings are hosted on Moodle but can be directly downloaded here if you are logged in to Moodle:

- Acevedo, Sara Maria, et al. 2015. "Positionality as Knowledge: From Pedagogy to Praxis." *Integral Review*, Vol., 11, No. 1: 28-46.
- Dolan, Julie. 2004. "Gender Equity: Illusion or Reality for Women in the Federal Executive Service?" *Public Administration Review*, Vol. 64, No. 3 (May-June): 299-308.
- Dosh, Paul. 2002. "Peace After Terror: Reconciling Justice and the Rule of Law in Argentina, El Salvador, and Guatemala." *Latin American Perspectives*, Vol. 29 No. 4 (July): 98-104.
- Mueller, Lisa. 2018. "Personal Politics without Clientelism? Interpreting Citizen-Politician Contact in Africa." *African Studies Review*, Vol. 61, No. 2 (July): 28-54.
- Peet-Martel, Jasper. 2014. "Deceptive Development and Democratization: Stadium Sonstruction and Securitization in the FIFA World Cup Host Countries of South Africa and Brazil." *Journal of Politics and Society* (Spring): 140-154.
- Przeworski, Adam, and Fernando Limongi. 1997. "Modernization: Theory and Facts." *World Politics*, Vol. 49 (January): 155-183.
- Rebert, Trudy. 2005. "The Alternative Street: Gangs as Sites of Urban Governance." Exploratory paper written for Urban Politics in Latin America, Macalester College (Spring).
- Sample Titles and Abstracts (updated 2018).
- Saul, Dylan. 2015. "[Capacity and Necessity: The Appropriateness of Judicial Policymaking in Affirmative Action.](#)" *Pi Sigma Alpha Undergraduate Journal of Politics*, Vol. 15, No. 2 (Fall): 58-76.
- Siavelis, Peter. 2005. "[Electoral System, Coalitional Disintegration, and the Future of Chile's Concertación.](#)" *Latin American Research Review*, Vol. 40, No. 1 (February): 56-82.
- Smith, Julia. 2011. "The Essential Role of Education in the Microfinance Strategy: A Commentary on Contemporary Neoliberalism." *Journal of Undergraduate International Studies*, Vol. 11 (Fall): 64-75.
- Stegner, Grant, and Cory Turner. 2006. "Nationalism as an Impediment to [Democratic Reform: A Comparative Analysis of Iranian and Russian Nationalism.](#)" *Politica*, Vol. 12, No. 2 (Spring): 66-89.
- Strickling, Robert. 2012. "Funding, Coordination, and Public Opinion: Political Obstacles to Electrical Grid Modernization in the Americas." Paper presented at the European Commission for Political Research, in Exeter, England (June 28).
- Stüven, Merrit. 2017. "The UN Convention to Eliminate All Forms of Discrimination Against Women: Exceptionalism and Women's Reproduction in the Debate Around U.S. Ratification." *Journal of Politics and Society* (Fall): 97-111.
- Trostle, Hannah. 2015. "[Media, Identity, and Violence: American Indian Occupations 1969-1973.](#)" *Pi Sigma Alpha Undergraduate Journal of Politics*, Vol. 15, No. 1 (Spring): 22-38.

ASSIGNMENTS

Required Citation Style: Use the [APSA style guide](#) to format citations and bibliography.

Deadlines and Submission Format: Documents for group review are due via Drive by 4 pm. Written assignments to be graded should be submitted in hard copy to Paul's mailbox in the Poli Sci office by 4:00 pm. When submitting a hard copy assignment, you should proofread it again after printing it.

Language Options for Written Assignments: English or Spanish

Courses Resources Page: Access sample work [here](#).

On-Time Work Policy: Setting and meeting deadlines is an important professional skill. The syllabus provides "default" deadlines for assignments. I expect you to either meet these deadlines or set alternate deadlines in advance. College is an important time to develop a reputation as someone who gets things done and gets things done on time. If you cannot meet a deadline, it is your responsibility to *communicate* with me about when you will complete your work.

Missing deadlines will lower your Class Engagement grade. The most firm deadline is November 22, when your largest assignment is due. If you miss this deadline, your assignment grade will be lowered one-third of a grade for each day late.

Academic Capstone Assignments

<u>Due Date</u>	<u>Grade Percent</u>	<u>Assignment</u>
Ongoing	15%	Class Engagement
Sept 1 (hard copy)	*	Project Proposal Draft
Sept 6 (via Drive)	*	Project Proposal
Sept 19 (via Drive)	*	Exploratory Paper #1 Draft (& Memo to reviewers)
Sept 24 (hard copy)	10%	Exploratory Paper #1
Oct 4 (via Drive)	*	Exploratory Paper #2 Draft (& Memo)
Oct 11 (hard copy)	10%	Exploratory Paper #2
Oct 16 (via Drive)	*	Brass Tacks
Oct 25-Nov 1	10%	Ongoing Project Presentation
Nov 3 (hard copy)	*	Publication/Presentation Plans
Nov 10	5%	Rough Draft (& Memo)
Nov 22 (hard copy)	25%	Epic Research Paper
Dec 3-10	15%	Final Project Presentation
Dec 15 (hard copy)	10%	Revised Final Paper

* Ungraded assignments contribute to Class Engagement grade.

Civic Engagement Capstone Assignments

<u>Due Date</u>	<u>Grade Percent</u>	<u>Assignment</u>
Ongoing	15%	Class Engagement
Sept 1 (hard copy)	*	Project Proposal Draft
Sept 6 (via Drive)	*	Project Proposal
Aug 31-Oct 15	*	Five Weekly Office Hours Visits by Oct 14
Sept 19 (via Drive)	*	Action Plan Draft (& Memo to reviewers)
Sept 24 (hard copy)	15%	Action Plan
Oct 4 (via Drive)	*	Exploratory Paper Draft (& Memo)
Oct 11 (hard copy)	15%	Exploratory Paper (see Civic Engagement option)
Oct 25-Nov 1	10%	Ongoing Project Presentation
Nov 3 (hard copy)	*	Publication/Presentation Plans
TBD	30%	Civic Engagement Project
Dec 3-10	15%	Final Presentation (see Civic Engagement option)

* Ungraded assignments contribute to Class Engagement grade.

SYLLABUS

Date (meeting dates in bold)	Agenda	Assignment
Wed, Sept 1	<ul style="list-style-type: none"> •Introductions •Seminar overview •Asking a good research question •Introduce Exploratory Paper assignment •Introduce Action Plan assignment •Institutional Review Board (IRB) approval for human subjects research 	<ul style="list-style-type: none"> •DUE: Bring one hard copy of your draft proposal to class. I'll take a brief look at this version, to offer any quick feedback, but it's the Sept 6 version that I (and the class) will read carefully.
Fri, Sept 3	Library Session , with Beth Hillemann and Aaron Albertson, Research & Instruction Librarians	
Mon, Sept 6	<i>LABOR DAY</i> (no classes)	<ul style="list-style-type: none"> •DUE: Project Proposal via Class Drive Folder (include your name in file title) (Word or GoogleDoc format) <p style="text-align: center;"><i>Rosh Hashanah (Sept 6-8)</i></p>
Wed, Sept 8	Workshop Project Proposals	<ul style="list-style-type: none"> •On Sept 6, I'll list here which proposals we'll review on which day, and which ones you are assigned to comment on. •Read all of them, so you can share verbal feedback on all proposals, but you only need to write feedback on your assigned proposals. •Either hard copy or electronic comments are fine.
Fri, Sept 10	Workshop Project Proposals	<ul style="list-style-type: none"> •Comment on Project Proposals
Mon, Sept 13	Workshop remaining Project Proposals	<ul style="list-style-type: none"> •Comment on Project Proposals
Wed, Sept 15	Capstone Components: Position and Positionality <ul style="list-style-type: none"> •Check-ins (optional) •Discuss Acevedo (2015), position, and positionality. •Create peer review groups •Work session 	<ul style="list-style-type: none"> •Acevedo discussion questions •Read Acevedo (2015) <p style="text-align: center;"><i>Yom Kippur (Sept 15-16)</i></p>
Fri, Sept 17	Capstone Components: Literature Review <ul style="list-style-type: none"> •Discuss sample Rebert (2005) exploratory paper •Discuss sample Dosh (2002) review essay •Work session 	<ul style="list-style-type: none"> •Rebert and Dosh discussion questions •Read Rebert (2005) •Read Dosh (2002) (read pp. 98-99; skim pp. 99-104)

Sun, Sept 19		•DUE: Draft of Exploratory Paper #1 or Action Plan
Mon, Sept 20	Workshop Exploratory and Action Plan drafts •Group 1: •Group 2:	•Comment on drafts of Exploratory #1 and Action Plans
Wed, Sept 22	Workshop remaining Exploratory Drafts •Review APSA Style Guide	•Comment on remaining Exploratory Drafts •Skim APSA Style Guide (4-page summary)
Fri, Sept 24	<i>No Meeting</i>	•DUE: Revised Exploratory #1 or Action Plan (hard copy)
Mon, Sept 27	Capstone Components: Theoretical Framing •Identify how these four articles <i>name, review, summarize, or engage</i> other scholarship to frame their own arguments. Do they situate their argument relative to one specific scholar or many? Or to specific approaches? Which articles cite literature more directly connected to their central question/argument? •Set presentations dates •Use remaining time for Work Session	•Read: Dolan 2004 (pp. 299-300); Mueller 2018 (pp. 28-31). •Skim: Siavelis 2005 (pp. 56-61) and Przeworski & Limongi 1997 (pp. 155-159)
Wed, Sept 29	Workshop on Incorporating Values into Job & Fellowship Interviews , with Carrie Klaphake, Associate Director of Career Exploration •Introduce Brass Tacks assignment •Check in about topic of Exploratory #2	
Fri, Oct 1	Work Session	
Mon, Oct 4	Capstone Components: Titles, Abstracts, and Audience •Critique Strickling and sample abstracts •Introduce Rough Draft assignment	•DUE: Exploratory Paper #2 Draft •Read: Sample Abstracts, and Strickling (2012)
Wed, Oct 6	Workshop Exploratory Drafts	•Comment on Exploratory #2 Drafts
Fri, Oct 8	Workshop remaining Exploratory Drafts	•Comment on remaining Exploratory #2 Drafts
Mon, Oct 11	Capstone Components: Effective Public Presentations •In class we will watch and critique the initial minutes of sample lectures. •30-minute Work Session	•DUE: Revised Exploratory #2 (hard copy)
Wed, Oct 13	<i>TBA</i>	

Fri, Oct 15	Capstone Components: Visual Communication •Critique sample slides •30-minute Work Session	
Sun, Oct 17		•DUE: Brass Tacks
Mon, Oct 18	Workshop Brass Tacks •Introduce Ongoing Project Presentation assignment •Setting individual deadlines	•Comment on first set of Brass Tacks
Wed, Oct 20	Workshop remaining Brass Tacks •Introduce Publication/Presentation Plans assignment.	•Comment on remaining Brass Tacks •Add two individual deadlines to the syllabus for your own project
<i>FALL BREAK</i>		
Mon, Oct 25	Ongoing Project Presentations #1	
Wed, Oct 27	Ongoing Project Presentations #2	
Fri, Oct 29	Ongoing Project Presentations #3	
Mon, Nov 1	Ongoing Project Presentations #4	
Wed, Nov 3	Nuts & Bolts, plus Work Session •Explain how Dec 15th version of capstone varies depending on your Publication/Presentation Plans •Check-in and briefly share Publication/Presentation Plans •Reminder: Back up your work (and notes, sources) •Introduce Rough Draft peer review expectations •Plan celebration •30-minute Work Session	•DUE: Post-Seminar Plans (hard copy)
Fri, Nov 5	Capstone Components: Outstanding Writing •Discuss Write Well microlectures •Critique Stegner & Turner •30-minute Work Session	•Take notes on any seven Write Well Microlectures •Skim: Stegner & Turner (2006)
Mon, Nov 8	<i>No Meeting</i>	
Wed, Nov 10	Capstone Components: First and Last Minute of a Presentation	•DUE: Rough Draft (email to Paul and your peer reviewers) •Peer review trios (decide among your group which two Rough Drafts you'll

		workshop first, on Nov 12)
Fri, Nov 12	Workshop Rough Drafts	•Your peer review comments are due in class to the author and to Paul
Mon, Nov 15	Workshop remaining Rough Drafts	
Wed, Nov 17	Planning for Capstone Colloquium + Work Session	
Fri, Nov 19	Work Session	
Mon, Nov 22 6:30-7:30 pm	 Epic Paper Celebration!  No class, but we'll have an optional gathering. Bring your paper to turn in, and enjoy Cafe Latte cake, conversation, and card games.	•Epic Research Paper (hard copy due in Poli Sci office @ 4 pm, or bring to optional gathering 6:30-7:30 pm)
<i>THANKSGIVING BREAK</i>		
Mon, Nov 29	Capstone Components: Advanced Slide Tips & Tricks •Google Slides workshop •Introduce Final Presentation assignment	•Bring a laptop to class.
Wed, Dec 1	Presentation Rehearsals •Each person/team checks in with Paul @ tasks. •Rehearse in groups of 3 •End-of-course surveys	•Come prepared to practice your presentation for two classmates.
Fri, Dec 3 Harmon Room	Capstone Colloquium Day #1: Final Presentations	
Mon, Dec 6 Harmon Room	Capstone Colloquium Day #2: Final Presentations	
Wed, Dec 8 Harmon Room	Capstone Colloquium Day #3: Final Presentations	
Fri, Dec 10 Harmon Room	Capstone Colloquium Day #4: Final Presentations	
Weds, Dec 15 4:00 pm		•DUE: Final Paper (hard copy in Paul's mailbox)

Peer Review Form for Research Papers

Name of Paper-Writer:

Your Name:

Argumentation

- 1) In one sentence, try and summarize the main argument. If the argument is unclear, make note of this.
- 2) Is the logic of the argument clear? What are the strengths and weaknesses of the argument?
- 3) Does the author introduce alternative explanations? Are they serious alternatives or "straw man" arguments? Does the author convincingly refute these alternatives?

Research

- 4) What parts of the project seem well researched? What areas need further attention?
- 5) Does the paper choose depth, breadth, or a balance of the two? Is this the right choice given the argument?

Writing

- 6) Does the paper's organization fit/support the central argument? How could organization be improved?
- 7) What parts of the paper are best written? What parts need further revision?
- 8) Are topic sentences and transitions clear and helpful? Whether or not subheadings are included, are they necessary? How do/would subheadings help/hinder the communication of this paper?
- 9) Is the paper's length appropriate given its content? Could the argument be made more effectively in fewer pages? Or would the argument be enhanced by a longer paper?

Theoretic Framework

- 10) Does the author engage academic works as scholars in a conversation or as mere fact archives? How could this be improved?
- 11) Is the author contributing to a scholarly conversation or simply summarizing it? What suggestions do you have here?

Creativity

- 12) What creative aspects grab your attention (e.g. visuals, clever framework, innovative approach)?
- 13) What ideas can you offer to make this research project even more engaging?