I. Pre-departure Colloquium (POL 40991)

The week before the official start of the Spring Semester, you will be on the KSU campus, attending a three-day colloquium at the Student Center. The purpose of the Pre-departure Colloquium is to give you a general understanding of the issues we will be discussing and researching while in Washington, D.C., as well as to provide an orientation to the city and our living/learning program. Reading: Any handouts given out by me or the speakers during the colloquium are required reading.

**Attendance** = 25 %  
**Questions** = 15 %  
**Colloquium Paper** = 60 %

**Attendance:** Attendance is mandatory for all of the scheduled meetings. **No unexcused absences will be accepted.** One absence without an excuse will result in the loss of 10 percentage points (out of 100) for the attendance portion of the three-day course.

**Questions:** A “Colloquium” is a course that involves the **active** participation of its members. So, I will expect active involvement in discussions and will require that you ask at least **two** questions during the week. Consequently, each question is worth 50 percent of the grade for the “questions” portion of the grade. This is meant to be easy, so please oblige speakers with a couple of questions. And, in general, take an active part in discussions.

**Colloquium Paper:** You are required to write 4-6 double-spaced typed pages (1-inch borders) for the three-day colloquium. Papers should summarize **four** of the week’s presentations, each of which should be summarized within at least one page (typed, double-spaced). Colloquium topics all relate to issues to be explored in Washington; you should be thinking about what is coming next. Therefore, for the paper, you should propose **five** questions for each issue/topic/institution (for example, Congress) that the Colloquium speaker presents and that you might ask speakers in Washington, D.C., or that you wonder about and would like to know. (Thus, a total of 20 questions for the entire paper.) The summaries should help explain why the five questions were chosen.

**Regarding the questions, you should ask yourself** what questions you would ask in DC to better understand this issue and the policy making process. Please check the “WPNI Paper Requirements” I have on page 9 of this syllabus for general guidelines on stylistics and content. I prefer this paper be done on your computer, but want to receive it as a paper copy when due – not electronically.
Colloquium Paper Due: Monday, January 26 during weekly class at 9:00 a.m.

Late Papers will lose one percentage point (out of 100) for each day they are late.

II. Seminar (Briefings) (POL 40991)

You will have class Monday mornings and briefings on Monday afternoons (occasionally) and all day Thursdays during the Spring Semester.

Readings: There will be handouts during the semester. You are required to read all of the handouts.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>30% (Participation breakdown: Briefings Questions 10% + Comportment 10% + Class Presentations 10%)</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Colloquium Grade</td>
<td>10%</td>
</tr>
<tr>
<td>First Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Second Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>5%</td>
</tr>
</tbody>
</table>

Attendance and Participation are valued highly in the Washington Program. You will get more out of the program if you are prepared and participate. In addition, well attended and lively briefings help establish a positive link between future speakers and WPNI.

Attendance: You are required to attend the class every Monday morning, briefings on Thursdays (and sometimes Mondays) during the Spring Semester, and one-on-one individual meetings with me. You should make every effort to be at class and briefings on time and, for the briefings, dress appropriately (dresses or ties are not always required, but you must wear professional attire; we’ll discuss each briefing ahead of time for dress). You will be docked five percentage points (out of 100 percentage points for the Attendance portion of the grade) if you do not show up for a class, meeting or briefing. If you are late, that will count for half an absence. In addition to the briefings, you are required to attend a regular weekly class every Monday morning. At these classes we may do a variety of things: you will receive and we will discuss the weekly schedule of briefings; there will be a lecture and/or discussion in-depth of a relevant topic area; or we may have speakers. Missing any of these seminar classes will constitute a loss of five percentage points for the Attendance portion of your grade. Arriving late for the briefings or classes, without a valid excuse, will result in the loss of two percentage points.

Participation: In both the Monday class and the briefings, participation is valued. Monday classes will involve discussions and occasional small-group work in which participation is vital. In order to make the briefings a lively exchange of ideas, you are required to ask a minimal set of questions during the semester. The baseline to receive substantive credit for the Participation portion of the grade is to ask 10 or more questions during the semester. You are encouraged to ask many more than 10 questions, but this minimal number will ensure a lively exchange of ideas and questions. The 10 questions per individual should be easily attainable during the semester. Asking 10 questions means that you will receive 90% on the Questions portion of the grade. After 10 questions, each additional question asked will add a single percentage onto 90%; therefore, if you ask 20 questions during the semester, you will receive 100% for the Questions portion of the grade. If you
ask less than 10 questions, the following illustrates how grades will be apportioned: 9 = 80 percent, 8 = 70 percent, 7 = 60 percent, 6 = 50 percent, 5 = 40 percent, etc.

Questions must be inquisitive and reasonably substantive. Ask questions with hopes of eliciting a substantive answer. Please do not repeat the same question; and keep your questions short and to the point so that all in the group will have time to ask the questions they want.

Also, professional comportment is expected at all times on WPNI, whether in briefings, classes or other activities. At all times, a respectful attitude toward briefers, me and your fellow students is expected. Significant disruptions will mean loss of percentage points for “Comportment” and can affect the overall Participation grade.

Journal: You will keep a journal to summarize your thoughts concerning each briefing you attend. Comments should be made concerning how the briefing went, what it meant to you and your understanding of how that office fits into the Washington scene, what information was useful and not useful, and any additional information relating to the topic that you believe should have been covered. In addition, make reference to the Monday class in which there was some lecture/discussion preparation for the briefing: how effective was it; what more could have been done, etc.? Each journal entry should be about a half- to a full-page in length (single spaced).

Along with attendance, you will lose five percentage points (out of 100 percentage points for the Journal portion of the grade) for missing journal entries.

Journals are due at two different times: for a mid-semester check on March 30 (note: after Spring break) at the Monday class and the final version by Monday 12:00 noon, May 4 (note: first day of final exams back on campus; any journals or papers may be handed in earlier, whenever finished, however). I prefer you to do this and all journals and papers by computer. Do it as a separate computer file and save it as your last name and the type of journal (“Jones Briefing Journal”). Send this and your other internship journal (and/or the Cultural Heritage Journal if you are doing that) to me as email attachments when due.

Quizzes: There may on occasion be a small quiz or two, particularly if participation in class seems to be flagging due to inattention. These will count towards the Papers evaluation.

Seminar Papers

The first paper should be 4-10 (or more) double-spaced, typed pages (1-inch borders); the second paper 6-10 (or more) pages and the final paper 2-6 (or more) pages. Note: for these or any other papers on WPNI, you may go past the maximum number of pages if necessary to explore your topic and explain it, as long as it is not adding unnecessary verbiage. Writing less than the minimum is not advisable.

First Paper

The first paper focuses on analysis of a particular social issue that interests you. It requires you to choose an issue and compare and contrast opposing views, supporting the viewpoints with significant examples and explanations, and concluding with an argument supporting one point of view. That point of view may be your own and significantly different from those you explore in the debate you examine; however, if that is the case, you will need to support that viewpoint with some substantial evidence and reasons for choosing a different solution to the problem than what you may have discovered here in DC. Finally, be fair to the opposing side; creating and knocking down a “straw man” will be counted down in the paper evaluation.

Choose your topic carefully. You will be exploring it further in the second seminar paper, and therefore will be spending a lot of time on it during the program. STRONG SUGGESTION: pick
a topic close to home; i.e., at your internship site. Consider seriously your internship organization and social issues with which it deals. This is not an absolute requirement, but highly recommended.

If you would like to explore a social issue outside the realm of your internship organization, that is permissible – but it may make it harder to find experts for your interviews in the second paper (see below). Always keep in mind that you should find a way to connect your issue to American Politics, your overall reason for being here in Washington, DC. On page 10 of the syllabus you will find some suggested issues you could consider. Please discuss it with me if you decide to go outside your internship work for a topic.

This paper should be your introduction to the social issue in question. It should highlight at least one set of pros and cons of the issue and include an evaluation of it (and/or what ought to be done about it) by you. A concluding paragraph should indicate how you hope to carry on the examination in the second paper (see below in next section for more info on the second paper). In that conclusion, be sure to refer to the kind of experts to help with that research, and where you can find them; in other words, how will you utilize the resources of DC available to you?

Be sure to cite correctly and utilize at least six sources in your paper for full credit (although four is the minimum for a passing grade). Sources include: books, academic journals, WPNI briefings, interviews, magazine articles, newspaper articles, websites, and other analyses of the chosen topic. Both number and diversity of sources will be considered in my evaluation of your paper.

You can use any styleguide you like; just be consistent throughout your paper and clearly identify your quoted material and source it in a reference page. You may prefer APSA reference style for this and all your WPNI papers: http://dept.lamar.edu/polisci/DRURY/drury.html. Include a separate bibliography/reference page. Reminder: this paper should be 4-10 pages in length. Please check the “WPNI Paper Requirements” I have on page 9 of this syllabus for guidelines on stylistics and content. I prefer this paper be done on your computer, but want to receive it as a paper copy when due – not electronically.

First Paper Due: Monday, February 23

Second Paper

In the second paper, your focus will be policy process. Continue your examination of your topic in your first paper, but this time focusing on the policy process as it exists in Washington and how that process deals with (or doesn’t deal with) your issue. This would primarily mean focusing on the various groups shaping public policy in relation to your chosen issue, discussing the resources these policy groups have and the ways in which these groups and their resources affect policy outcomes. Highlight the ways in which various characteristics of policy groups shape policy options and outcomes, with special focus on one main group on each side of the issue.

This paper thus extends and deepens the first paper, but its emphasis is on process and not so much on content (as was the first paper) and on the groups and individuals involved in determining policy definition, implementation, outcomes, and/or evaluation. Note: for this paper, “groups” and “individuals” are broadly defined, as in lobby organizations, Congress, the President, etc.

Thus, you should evaluate the groups involved more than the issue itself (which you have already done in Paper #1). Identify the group(s) or individual(s) who might be involved in support of or in opposition to the issue, or otherwise significantly impacting government policy in this issue area. Pick one on each side of the issue and then investigate them: what is their purpose? leadership? history? funding? membership? Be as specific as possible. Try to come to an understanding of how potent an organization can be simply through its resource base or its strong connections to a powerful constituent group. Which organization is likely to win the day on the issue and why?
Although there are numerous approaches to the study of any issue, there is a certain amount of agreement that distinct stages in the policy-making process can be identified. To organize your paper, identify each stage of the policy-making process to assess the views concerning your issue.

**Problem Identification:** Describe the policy environment within which your issue exists. How and by whom is the problem defined? Does the government need to help out, intervene, regulate, or make some kind of decision? Should the issue be placed on the government’s agenda? Is it already on the government’s agenda?

**Policy Formulation:** What should be done? It is here where you assess the alternatives, as you did in the first paper. This may simply be a restatement of what you discovered in the earlier paper, or a significant reworking of your ideas since then. Who is involved in the design of policy?

**Policy Implementation:** Once a policy is adopted, how can it be translated into practice? Who will be responsible for carrying out the policy?

**Policy Evaluation:** Who should oversee whether this policy is carried out? Should there be a change in policy? Should a policy be created or terminated?

In order best to get at the point of this paper, your sources will be different from the first paper. **You should seek out and interview at least two persons who are experts in the issues you are researching.** For this paper, “expert” can be broadly defined as a professional in Washington who deals in a substantive way with the issue; i.e., a member of Congress or Congressional staffer, analyst at a think tank or government agency, lobbyist, etc. While it would be ideal to have the two experts represent each side of the issue, that may not be possible. It would be enough that they are knowledgeable about the issue and/or the political process in DC to be helpful to you and your paper.

Since you have (hopefully) chosen your topic wisely and that it might bear directly on your internship work, you may have little problem finding experts to interview. They might be right down the hall from you at work, or may be your boss or co-worker. If instead you have chosen a topic that doesn’t easily lend itself to finding and (more problematically) pinning down your busy expert for an interview, you might have more difficulty with this part of the paper. Keep in mind that an interview can be in person, or by phone or email too (setting up face-to-face time with busy professionals in DC can be difficult if not impossible). Be sure to explain well what you are doing, that you are a student doing a paper and request the minimal possible interview time, and that it could be done by phone or email, if that is best. My presumption is that in the time you have here in DC, you should be able to get two interviews. If in the end you did your best and could not secure one or both of the interviews, explain that in your paper and give the full professional information of your missing interview (their professional title, etc.) and how that interview would have fit into your paper. You will then get partial credit for your interview requirement.

(Word to the wise: you might also find that one or more experts you interview for your paper could also serve as someone for your information interview [see below in the internship section under Practical Applications Portfolio]. No problem with that, if the person you are interviewing could be good material for both interviews.)

In addition to the interviews, you will need traditional sources, although fewer for this paper: at least **four.** Be sure and properly cite the interviews and put them as references along with the other sources. Citation should include: name of interviewee, title of interviewee, date and place of interview. This paper should be 6-10 pages in length. I prefer this paper be done on your computer, but want to receive it as a paper copy when due – not electronically.

**Second Paper Due: Monday, April 6**
Third Paper

The third paper requires you to reflect on your overall experience for the semester and discuss the links you perceive among the various individuals and groups you met in Washington, D.C. The central questions for you to consider: Which two issues are likely to be important in American politics 10 years from now? Why? Which groups will be able to keep issues alive on the political agenda? Which issues may flounder because there is not enough political muscle behind them?

Explain your answer by giving examples. You should utilize as many examples as possible from the people you have met (briefers, internship supervisors, etc.) to underscore your main points. Minimally, I would expect reference to at least six briefers in your paper (Be sure and properly cite these and put them as references on a separate reference page. Citation should include: name of briefer, title of briefer, date of briefing, place of briefing.) Discuss the issues that you believe typify your fundamental points and those that do not.

This final paper will be 2-4 pages in length. No particular requirement for references or sources for this paper other than those mentioned above. I prefer this paper be done on your computer. Because it is due back on campus during the exam period, and you may not be going to Kent right away after the program, for this paper you may send it to me electronically. If you do this, please send it as a computer file marked “Jones Paper 3” so it doesn’t get lost in the blizzard of papers I will be getting at that time.

Third Paper Due: Monday, May 4, 12:00 noon

N.B.: Late Papers or Journals will lose two percentage points (out of 100) for each day they are late.

III. Internships (POL 40991)

You will serve as interns Tuesdays, Wednesdays and Fridays, beginning January 13 until April 23. You should arrange with your internship supervisors to be off for the week of WPNI (and KSU) Spring break, March 23–27. Ideally, this has already been done as part of the negotiations for the internship site during Fall semester. If not, be sure to decide what you want to do for the break and clear it with your supervisor in a timely fashion. There will not be any briefings during the Spring Break week.

Grade from Internship Supervisor = 30%
Attendance at Internship = 10%
Practical Applications Portfolio = 20%
Journal = 20%
Internship Paper = 20% (Class Mini-Presentation 5% of this)

Grade from Internship Supervisor: As WPNI director, I will be in touch with the internship supervisor and will ask for a recommended grade at the end of the semester. The weight placed on this recommendation will be very high and determine much of the grade for the semester.
**Attendance and Journal:** You are required to arrive promptly at your internship every Tuesday, Wednesday, and Friday. If you miss a day or more of the internship, I must be informed of each absence. **No unexcused absences are permitted.** If you miss a day of your internship without a valid excuse, you will lose 20 percentage points on the Attendance portion of the grade (out of 100).

Because of the importance of showing up to work and being on time, the journal is tied closely to this portion of the grade. You will keep a weekly journal in which you record observations of interesting aspects of your internship, including descriptions and explanations of your daily routines, how the internship fits into your future plans, etc. Incorporate the section of the WPNI Manual, “The Intern: Expectations and Disappointments”, into your journal. Did you find you agreed or disagreed with certain ideas expressed there? Did any of their discussion resonate with you? Was the manual section helpful? Why/not? Also report on the several Focus Groups we have with alums, which focus on the practical aspects of WPNI.

Although it is always hard to quantify, try to write a minimum of one journal page per week about your internship experience. More pages may be needed for the descriptions of the internship early in the semester and fewer later in the program as you maintain a routine; in fact, you may find that you have little to write about as you near the end of the semester. In that case, you may skip a week or so; however, let me know that you are doing this by making it clear in your journal entries, so that I don’t count off on your grade, and remember: even during routines, interesting observations and reflections can still be made. The journal will play an important role in helping you write your internship paper (below).

Journals are due at two different times: for a mid-semester check on **March 30** (note: after Spring break) at the Monday class and the final version by **Monday 12:00 noon, May 4** (note: first day of final exams back on campus; any journals or papers may be handed in earlier, whenever finished, however). I prefer you to do this and all journals and papers by computer. Do it as a separate computer file and save it as your last name and the type of journal (“Jones Internship Journal”). Send this and your other briefings journal (and/or your Cultural Heritage Journal if you are doing that) to me as email attachments when due.

During the semester, all of us will learn about each of the internships through short (5 minute) **Class Mini-Presentations**. Details about this mini-presentation will be handed out in Washington.

**Practical Applications Activities:** As a young “pre-professional” on this internship/academic program, you are embarking on the early stages of preparation for a professional career that will follow your academic career at Kent State University. Whether you want to stay in Washington and search for a job after WPNI, or return to Ohio or go elsewhere to search for a job after graduation, go on to grad school or law school, or will simply return to campus to finish out your senior year, you will sooner or later be on the job market and will need to develop the skills needed to make a successful search to launch yourself on your career path. This part of WPNI is designed to help in that process.

You will be required to complete several activities to fulfill requirements for this part of the course. Complete each of these as a separate computer file as part of your portfolio:

- **Construct your résumé**, including reference to your WPNI experiences;
- **Attend and comment on Focus Group sessions** with WPNI alums that center on career topics: comment should be ½-1 page for each session and report on what you learned;
- **Conduct three information interviews** with professionals in fields of possible career interest to you: only one of these interviews can be with your direct internship supervisor; comment on these interviews in 1-2 pages each, with basic information (when/where interview took place; title of the interviewee, etc.) and what you found out of significance about the field; evaluate how helpful they were for you. I will give out more information on these interviews during the semester. (NOTE: as I mentioned in the previous section on interviews for seminar paper #2, an interviewee there could also
serve as one for your information interview, as long as that is alright with your interviewee and you explain what you are doing. Talk with me if you have any questions about this.)

- Collect business cards from a variety of people during the semester (briefers, interviewees, etc.). You may collect as many as you like -- and you should -- but hand in a photocopy page of at least **five cards** as part of your assigned work for the portfolio.

The written work that results from these activities will form a **portfolio** that you will need to hand in with the final papers for the semester.

**Internship Paper:** The internship paper will be 4-5 double-spaced, typed pages (1-inch borders). The paper requires you to reflect on your work during the semester. This paper should draw upon the briefings, the practical applications activities and the overall experience in Washington, D.C., in order to place the responsibilities of the internship and the office into a broader perspective.

Many students are not sure where to begin this paper. There are many ways to structure and write it, and I do not wish to limit you to the suggestions below. However, the suggestions may help you brainstorm about the ideas that you may wish to write about in your internship paper. Generally, I wish to see an **analysis** of your internship, not just a **description**.

Try to begin this paper with some initial thoughts about the broad picture within which your internship rests. For example, if you are working for a **Member of the House of Representatives**, start with the big picture of Congress and its relationship with the Presidency and the Supreme Court.

Offer some initial impressions of what you thought the internship would be like. For example, what did you think you would be doing on the Hill? Then, start narrowing in on your specific internship, describing the place you work, the hierarchy in the office or department, and then where you fit into this hierarchy. You may wish to explain what others do in your department and why you wish you were doing their job.

Then, you want to narrow in on your specific duties and how they impacted your office. Describe the day-to-day work that you did. What did you think was most and least worthwhile? Explain your answers. Analyze the contrasts between your initial impressions and the impressions you have now of your office and your job. In what ways has this helped you understand the way Washington works? Has this narrowed your career goals? Has this taught you anything about what directions you should take to reach your goals?

As you speak with other students in the Washington Program, are there any other internships for which you wished you had applied? Contrast your internship with other internships. You may wish to focus on one or two issues that dominated your time while you served as an intern. Finally, describe and reflect upon in a general way the Practical Applications activities that you did. Here you needn’t repeat the information you will provide in your portfolio, but try and evaluate the activities as they fit into your entire WPNI experience.

There are no particular requirements for references for this paper, nor is a reference page required. I prefer this paper be done on your computer, but unlike the other papers, you can send this to me (clearly marked with your name: thus, “Jones Internship Paper”) electronically as an email attachment.

**Practical Applications Portfolio and Term Paper Due: 12:00 noon, Monday, May 4, 2014** (note: first day of final exam week back on campus; any materials may be handed in earlier, whenever finished)

**Late Papers, Portfolio or Journals** will lose two percentage points (out of 100) for each day they are late.
WPNI Paper Requirements

You will be asked to write the papers for WPNI in the style of political science papers, which have some definite rules of presentation, argument and evidence that may be different from paper requirements with which you are more accustomed. The papers are generally graded along the following criteria:

1) The first paragraph should outline the paper, explaining the main thesis and the organization of the paper’s content. In that sense, it is a “roadmap” to your paper – make it clear and easy to follow. (Hint: you may use “I” here.) (Relevance of topic to paper and introduction: 20% of final grade)

2) The paper’s organization should be clear and coherent: The various components of the paper, such as the introductory paragraph, each section of the paper, and the analysis, should connect easily throughout the paper. Subheadings are very helpful in organizing the paper. (Organization: 10%)

3) The analysis should pull together a variety of viewpoints, synthesizing the paper’s main components and dealing with the chosen issue in an informed manner. Choose statistics that are relevant to and support the main argument. Be sure to avoid any factual errors. (Content: 40%)

4) Papers should be edited to insure quality work. Put page numbers. Use only 12-point type. Double space the paper, except for large sections of quoted material, which should be single spaced, without quotation marks and indented. No more than 1/4 of each page should have quoted material. Borders should be around one inch on all sides of the paper. (Grammar: 20%)

Be sure to double check all spelling and grammar. Regarding writing style for the papers, I suggest varying sentence structure and minimizing colloquial comments. (You can be more informal in the journals.)

5) You should try to utilize a variety of sources when writing your papers, and you should try to include in the paper as many of the sources as possible. Be sure to cite your sources correctly. Incomplete and incorrect sources will hurt the final grade. Quality of citations is not easy to judge. However, there is a significant difference between utilizing four books for your paper and utilizing four articles from USA Today to write a 10 page paper. Note on Wikipedia: you may use it in your own research, but because its quality is ultimately suspect, you should NOT quote from it directly in your paper or use it a reference source. Instead, use it as an initial source from which you can get ideas and other source material. If you have any questions about the quality of your sources, please let me know. (Bibliography: 10%)

6) Note carefully the number and types of sources I require for each paper. These differ considerably, depending upon the kind of paper you are doing.

7) Be sure to label clearly your paper in the upper-right corner of the first page and put your name and date (ex.: Seminar Paper #1/Jones/Feb 12, 2009). Papers sometimes become a blizzard in my direction and it is important for me to be able to keep track of your work.

Note on Rewrites:

Rewrites are permitted for papers, in fact encouraged, under the following conditions:

1) Rewrites are best done as soon as possible after receipt of grade for the original paper. No rewrite will be accepted more than three weeks after the original is handed back.

2) The original paper must be handed in with the rewrite.
A sample evaluation form I use for written work:

**REPORT ON WRITTEN WORK**

Instructor: Professor Richard Robyn

Student’s Name: _____________________________________________

<table>
<thead>
<tr>
<th>Evaluation Criterion</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Marginal</th>
<th>Poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance of essay to topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10% of paper grade</td>
</tr>
<tr>
<td>Clear introduction and statement of thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Development of argument and interpretation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Overall structure of essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Definition of concepts and terms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Validity of conclusions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Integration of literature or interviews into paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Expression: use of English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Use of examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Footnote/reference format</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Bibliography format</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
</tbody>
</table>

Additional Comments:

NOTE: Some margin notations I use include:

- ✔ = good point
- X = not so good point
- frag = sentence fragment

- Awk = awkward phrasing
- run-on = run-on sentence
**Doing Research in D.C.**

You may not always have easy access to library materials, as you do at the KSU campus. Consequently, research done outside the briefings will be time-consuming. You will be able to obtain significant amounts of research material by attending briefings, but only for a selected number of issues. You are required to do some outside reading for each term paper, no matter what issue, but topics about an issue not covered thoroughly during the briefings will require more outside material.

The following resources have been used by WPNI students in the past. Some are more accessible than others.

1. The KSU Library has set up a special WPNI webpage through which you can contact our liaison to the library, do research from DC and access all kinds of KSU library services. Before we leave campus, we will have an orientation to this webpage and discuss off-campus research.

2. As the largest library in the world, the **Library of Congress** has extensive resources. You will get a reader’s card which will allow you some research access. The LOC is a closed stacks library; i.e., you can request materials and look at them in the library, but you cannot check them out. The library is easily accessed by the Blue and Orange metro line, and is closest to the Capitol South metro stop.

3. **Congressional Research Service** provides Info Packs that address particular policy areas. Individuals working on the Hill will be primary sources for the Info Packs. CRS Info Packs, which include magazine articles, expert testimony, and scholarly articles, have been one of the most important resources for WPNI students. Hundreds of issues are available.

4. **The local library.** Check with the front desk at our housing location to find out about the local library. Often it is possible to get temporary library privileges.


6. **Georgetown University** is a good resource, but there is not a metro near it. You will either have to drive there or walk from a metro station (either Rosslyn or Foggy Bottom).

7. You can also obtain information on the Web, which will be available on your computer or in libraries.

**It is important to note that Kent State students may not be able to check out books or materials from the above-mentioned libraries.**

**The following are issues you may choose to write about during the semester (you are free to tackle other issues not covered below, but the amount of outside research may be more extensive). Please note carefully the discussion of paper requirements on pages 3-6 and how choice of topic can be critical to both papers 1 and 2 of the seminar.**

**Domestic Issues such as >**

1) Energy Policy  
2) Campaign Financing  
3) Affirmative Action  
4) Abortion  
5) Health Care  
6) Media Regulation  
7) Lobbying  
8) Environment  
9) Homeland Security  
10) Civil Liberties and Terrorism  
11) Gay/Minority Rights  
12) Church/State Issues

**International Issues such as >**

1) War in Afghanistan  
2) US Foreign Policy and … .  
3) Free Trade (e.g., NAFTA)  
4) Israeli-Palestinian Issue  
5) Defense Spending  
6) International Terrorism  
7) Environmental Issues  
8) Globalization  
9) Nation Building  
10) Espionage  
11) America and the World
KEEPING A JOURNAL FOR WPNI

Journals are useful for a variety of reasons. They can

- help you organize your thoughts about current political events and social problems occurring in Washington and around the world
- raise your consciousness about what you are learning and observing
- contain information as well as personal reactions to current events and course lectures
- be used to keep track of thoughts or ideas in the discovery phase of a research project
- be part personal diary, part scrapbook, part intellectual inquiry
- “lower the level of stress … people feel better” when they write a journal. “What a journal does, in an uncensored way, is allow you to explore all the dimensions of your feelings.” (James Gordon, director of the Center for Mind-Body Medicine in Washington, DC)
- finally, they can be a record of your WPNI experience that you can keep as a memento in future years.

What to Write in a Journal

- **Reference**: Using a notebook or computer, put the date on each entry.
- **Observation**: Write informally about whatever you have observed that day. Describe experiences in detail and include facts and measurements. Don’t do a “daily diary” (getting up, what you ate for breakfast, etc.) – instead, relate experiences that have significance for your experience here on WPNI. [Remember Yogi Berra’s wise words: “You can observe a lot of things by watching.”]
- **Speculation**: Write down speculative thoughts about what exists or occurred.
- **Questions**: Use critical thinking skills to pose questions about why some condition exists or doubts about reasons given for political outcome.
- **Conclusions**: Write down any conclusions made based on observations and experiences.
- **Connections**: Write about how experiences and observations relate to personal life and to other political phenomena.
- **Information**: Use the journal as a kind of scrapbook for interesting material and information you collect along the way in WPNI. Write reactions to this information.
- **Reflection**: Use the journal to put together what has been learned in class, what has been experienced in the field, and how both relate to the larger context of politics nationally or internationally. Sit back and reflect on your experience.

Tips on Keeping a Journal

- Writing the journal in your computer is preferable – that way you can keep, modify, and easily duplicate it. If you do not have access to a computer, however, by all means use a ring bound notebook. Use it only for your journal, and not for any other purpose.
- Write every day for at least 10 minutes.
- Don’t be afraid of “stream of consciousness” if you are stumped for something to write about. Let your thoughts flow. Write fast. If you are self-conscious, write about being self-conscious; see where it leads. Keep the computer cursor/pen moving. Don’t censor your thoughts or criticize your writing. It’s the process that is valuable, not necessarily the literary quality of the product.
- Stop when you are ready to stop.
- Use it to gather material, thoughts and observations for the papers you will be doing for WPNI.