Objectives of this course

Everyone in the Washington program has a direct or indirect interest in the processes through which public policies are formed and implemented. Students in this course will read a common set of materials about the legislative and policy process. In parallel with these readings, the students will be developing a case study of a law selected (by the student) from a lengthy list of major and controversial laws enacted since 2001. Students will learn how to identify potential research or thesis questions from the common reading. They will then learn how to use primary and secondary source material to help answer those questions. After practicing on several questions covering various aspects of the process, students will select or define one question on which to focus their research and writing for the second half of the semester. During the second half of the course, students will: (a) hone their ability to do case study research using legislative, executive, or judicial branch government documents; (b) draft a research paper that marshals appropriate evidence to support a thesis; (c) learn how to refine the essence of a paper into a brief and understandable oral presentation; and (d) learn and practice the all-important skills of revision and rewriting.

Office hours:

After class on Monday. Telephone appointments available on other days.

Books to Purchase for POS 495:


The book is in its 14th edition (2014). The 13th edition (2011) is available used and is acceptable.


Available as new or used paperback or on Kindle.
**Grading:** see the chart after the course schedule

**POLICIES FOR POS 495Z**

**Attendance** at all classes is expected. We accept legitimate medical excuses and will give absence permissions for *academically appropriate* reasons, but expect to be asked in advance about these. An unexcused absence or lateness will result in a reduction of the final grade. Family celebrations or visits are not acceptable reasons for missing a class.

**Library:**

You will be expected to do library as well as Internet research. The Library of Congress is one of the world’s greatest libraries. We will have an orientation class taught by a reference librarian early in the semester. The LoC has wonderful collections, but it is a closed-stack facility. That means you have to request materials and wait. In addition, many of its reading rooms are only open 8:30-9:30 on MWTh and only until 5 on TFS. I recommend that you start using the library early in the semester and keep going back.

Also useful: **Gelman Library, George Washington University**, 2130 H St NW.: 7AM – Midnight. GW card is said to be needed, but they have regularly given access in the past with a SUNY ID. Near Foggy Bottom Metro. [http://www.gelman.gwu.edu/](http://www.gelman.gwu.edu/).

**Academic Honesty:**

Students are expected to adhere to the university's regulations concerning academic honesty. A full set of guidelines appears at the end of this syllabus. You are expected to read these guidelines, study them and follow them. From past experience: pay particular attention to what they say about the need for citations when paraphrasing or summarizing. Violation will result in a severe penalty, such as a failing grade for the course, and referral to the appropriate academic authorities.

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**Citation formats:**

Citation in APA or MLA style will be accepted. Manuals for these citations may be found on the university library’s website at [http://library.albany.edu/cfox#top](http://library.albany.edu/cfox#top) for APA and [http://library.albany.edu/cfox?type=mla](http://library.albany.edu/cfox?type=mla) for MLA. These sources are generally good. You are expected to follow one of these the manuals consistently. Government documents are not adequately handled in the manuals. Therefore you will also need to use an additional resource made available on Blackboard for the kinds of government documents not covered by the standard manuals above. (This will especially apply to Congressional documents).

Note that if you use within-text parenthetical citations, the first words within the parentheses – usually the author’s last name, year of publication and page number – should match the first words in the “works cited” page at the end of the document. The “works cited” page should be presented in alphabetical order by author’s last name. (Your documentation guides will tell you when the organization issuing a document should be considered the author.)
### SCHEDULE FOR POS 495

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon. Jan 26</strong></td>
<td>Distribute syllabus, laws for case studies. See 341 syllabus for reading, discussion.</td>
</tr>
</tbody>
</table>
| **Mon. Feb. 2** | **Library of Congress** – Meet at 9AM. Madison building, entrance on C St and 1st St SE for Reader Registration cards. Fill out online form in advance: [http://www.loc.gov/rr/readerregistration.html](http://www.loc.gov/rr/readerregistration.html)  
Walk underground together to Jefferson building.  
10:30-12: class for researchers taught by LoC librarian.  
After the class, we will walk as a group through the public spaces of the Jefferson building.  
**Then to Hall of States for afternoon class:**  
**Legislative Process Overview** (54)  
Haskell, Currinder, Grove – ch. 5: 131-67: Understanding the Legislative Process (37)  
Congressional Research Service – Legislative Histories (17)  
Using online sources for legislative histories (primary sources) and for secondary source narratives. Citations for Gov Docs. |
| **Mon. Feb. 9** | Select law for your case study. Normally each student will have a different law. It is acceptable for more than one to choose the same law if (a) it the law is sufficiently broad, and (b) each student specializes in a different aspect. 
Find and prepare citations to articles in CQ Weekly and/or CQ Almanac. If not covered by CQ, you will want to be sure you can find secondary source narratives of your law’s progress through passage and after. If not readily available, you may want to consider another law.  
Submit Legislative history. |
| **Mon. Feb. 16** | **Committees, Parties, Floor Decisions** (106) (Also see POS 341)  
Committees: Congress/Members, ch. 7, (13th ed.: 175-205; 14th ed.: 163-95). (31)  
Parties: Congress/Members, ch. 6, all (30)  
+ Smith and Gamm: Dynamics of Party Government, 166-92 (27)  
Decisions: Congress/Members, ch. 9, (13th: 253-63+274-80; 14th: 253-63 + 274-80.) (18)  
Begin reading secondary source material on your bill’s path  
Assignments: See next week |
| **Mon. Feb. 23** | **Identifying a thesis and apply one to case study subject:**  
Read: *The Craft of Research*, ch. 3-4 (39)  
Assignments: (1) Write up and turn in two thesis questions in each of the four Feb. 16 readings that might be used as potential question for case study research. The thesis questions or problems should satisfy the requirements of *The Craft of Research*, ch. 4. (2) Provide citations and 1-2 sentence summaries for the secondary source narrative material you found and read for your bill’s progress. |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| Mon. Mar. 2 | **Additional actors:**  (81) Presidents  
Congress/Members, ch. 10 (all), (32)  
**Interest Groups/Lobbyists**  
Nownes ch. 5, 89-102 + 118-38 (35)  
**Assignment:** In 1-2 pages, answer the following two questions for your case study bill.  
(1) Identify one difficult substantive/political problem the President had to address to achieve his goal and explain what the President (or executive branch) did to accomplish that goal. (2) Do the same for an interest group that was active on the bill. In the course of answering these questions, you should find and cite: (a) at least one presidential statement on your bill in official Presidential documents and (b) one article or congressional hearing showing the interest group’s engagement on the bill. Presidential documents, congressional hearings and reports are available at [www.gpo.gov/fdsys](http://www.gpo.gov/fdsys). You may also find interest group documents on the organization’s own website.  
After the discussion, Prof. Malbin will identify four or five refined topics or questions from Feb. 23 and Mar. 2 for you to work on for Mar. 9. The class will sort into groups. Each student within a group will work on the same (or similar) thesis topic, with each student writing a paper about his/her individual case study for the next week’s assignment. |
| Mon. Mar. 9 | **Assignment – Individual papers, group reports:** Each student will write a 750-word paper responding to your group’s refined thesis question as it applies to your case study. The papers should use appropriate secondary (or primary) source documentation, with proper citations. If you wish, this research may become part of what you use for your end-of-semester paper. During class, groups will come together to compare notes on their common thesis topics and then will report each group’s findings to the whole class. |
| Mon. Mar. 16 | **After a bill becomes law**  (66)  
Implementation Birkland ch. 9 (24)  
Bureaucracy - Congress/Members – ch. 11, all (30)  
**Assignments (2):** (1) Identify potential thesis topics, along the same lines as past weeks. (Two per chapter.) (2) (a) Find and provide a copy or brief summary of one article on the law’s implementation, or (b) provide a copy of one page of the budget for the section or division within the executive branch agency that is responsible for implementing the law, or (c) provide a copy of the title page of an appellate or Supreme Court opinion in one significant federal court case interpreting the law or testing its constitutionality. |
| Mon. Mar. 23 | **Assignment – Individual papers, group reports:** The writing and reporting process will parallel the one for March 9, this time for the topics of March 16. |
| Mon. Mar. 30 | **Assignment – Submit:** (1) What is the thesis question for your final paper? (2) Outline of your paper (2 pp. minimum) |
| Mon. Apr 6  | **Assigned reading:** (68)  
(1) Craft of Research, ch. 12-14 and ch. 16 on drafting and revising (60).  
(2) University of Washington Tips and Techniques, all. (6)  
(4) Citation manual. |
Submit a first draft of the introductory section of your paper. This should include a thesis question, the basis for your question, a response, and an outline of the evidence you plan to use to support your answer. You will be permitted to change as your project develops, but you need to have started writing something substantive by now.

Mon Apr 20  TBD [Team presentations in 341]
Mon. Apr. 27  Oral presentations of first drafts.
Apr 28 - May 1 TBD
Mon May 4    TBD
Fri May 8     Final papers due
Sat May 9     Move out of apartment

**GRADING FOR POS 495**

<table>
<thead>
<tr>
<th>Topic and dates</th>
<th>% of grade</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9 Legislative history + citations</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2/23: Thesis questions + citations</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3/2: 1-2 pp. paper on case study bill based on reading</td>
<td>4</td>
<td>10</td>
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<tr>
<td>3/9: 750 word paper</td>
<td>10</td>
<td>20</td>
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<tr>
<td>3/16 Assignment on bureaucracy/judiciary</td>
<td>3</td>
<td>23</td>
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<tr>
<td>3/23: 750 word paper on bur’y, judiciary, etc.</td>
<td>10</td>
<td>33</td>
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<tr>
<td>3/30 submit thesis question for paper + outline</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>4/13: First draft of intro of paper</td>
<td>4</td>
<td>40</td>
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<tr>
<td>4/27: Oral presentation + draft</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>Class participation, Group participation</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>Final paper</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>
When and Why to Cite Sources

What is Plagiarism?

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" or "taking someone's words or ideas as if they were your own" [1].

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn't understand or does not know how to avoid it. Please visit our online tutorial: Plagiarism 101 for an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else's ideas and PRETEND they are your own. Avoiding plagiarism doesn't mean that you can never use other people's ideas. It's a widely known secret that in fact you CAN use other peoples' ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you've done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let's assume you don't want to plagiarize, you've given yourself enough time to do it right, but you're still not sure about "putting things in your own words," judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others' research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study. [2]

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should always cite your sources.

1. Direct quotes of more than one word. If the author's words are powerful or you need to be specific for your argument, the authors' words can be used as a direct quote.
2. Paraphrasing or summarizing. If you want to use someone else's idea to help you make your point or to support your own ideas, in this case you would "translate" the ideas into your own words. [NB: "Always cite."]
3. **Information which may be common knowledge** but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.

4. **Not just books or articles** should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.

5. **Whenever you are not sure** if something should be cited, err on the side of caution and cite sources.

Let’s look at some examples...

**Direct quotes**

How much you quote will determine how it appears in the body of your paper but whether it is one word or an entire paragraph, direct quotes need to be cited.

Lappe’s explanation of a “thin democracy” \( ^1 \) addresses a number of basic flaws within our American society.

Global warming is being recognized as a major issue throughout the world and as Al Gore instructs, "it is time to make peace with our planet." \( ^4 \)

**Paraphrasing or Summarizing**

This involves translating what you have read (or heard) and putting it into your own words. Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis.

[Instructor’s additional comment: when summarizing someone else’s work, it is not sufficient to drop in a footnote. The text must also say something like “according to …” or “Smith says that…” or “some historians have argued ….”]

**HERE’S AN EXAMPLE:**

"Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won’t get bored after a few days. At the same time, your chosen topic will need a scholarly perspective." \( ^3 \)

**Paraphrase:** When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that students will be able to find appropriate research and resources on the topic. \( ^9 \)

**Summary:** Students should select writing topics that are interesting and also lend themselves to academic research. \( ^9 \)

A summary generally addresses the overall theme of a passage, article, opinion, etc. while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle — do you see the difference?

**Common Knowledge? Or Not?**

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Information that is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

**Example 1:**

*The University at Albany located in Albany, New York and is part of the State University of New York.*

This is common knowledge and easily confirmed in a multitude of sources.
Example 2:

The State University of New York was officially established in February of 1948 and currently consists of 64 institutions. The University at Albany is one of ten University Centers that are part of the SUNY system.

While the SUNY system is well known and these facts are easily confirmed, specific historical information or statistics should be cited.

How to Cite?

We’ve talked about plagiarism as well as why and when to cite. The next question is "How?"

There are two things you need to know from your professor.

The FIRST is how you will reference your sources within your paper. Generally you will use one of the following options:

- **IN TEXT** citation is when your source author is included within the body of your paper. This acts as a reference to your ‘Works Cited’ page.
- **END NOTES** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **FOOT NOTES** format is similar to end notes however the citations are listed at the bottom of each page.

The SECOND thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA** Format and Style Guide (Modern Language Association)
- **APA** Format and Style Guide (American Psychological Association)
- **CHICAGO** Manual of Style

Please visit the University Libraries' Cite... Web page at Cite... for information and instructions on these style guides. Once you know what your professor wants you will need to follow the rules of that format accordingly.

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