RPOS 341 and 495z will be back-to-back on Fridays, starting at 9:00am (unless otherwise notified), in the 1st floor classroom at the Woodley Park residence hall. Some classes will involve (or be supplanted by) field trips. Ending times will vary; students are expected to be available all day each Friday for required activities.

Books & readings
All other required readings will be available on Blackboard.

**COURSE POLICIES**  RPOS 341, 342, & 495z

*Attendance*
Attendance and active participation in class is expected every week, barring legitimate medical excuses (following UAlbany guidelines). Any unexcused absence or lateness may result in a reduction in the student’s final grade. Family visits are not acceptable reasons for missing class.

*Internet and laptops*
Students will need to conduct online research to complete the assignments in this course. Use of laptops for note-taking is permitted, though discouraged, and laptops may be used for some in-class group work. However, use of any electronic device during class (including laptops) for non-class-related purposes is prohibited, and may result in loss of classroom laptop privileges and/or temporary confiscation of the device in question.

*Academic Honesty*
Students are expected to adhere to the University at Albany’s regulations concerning academic honesty: [http://www.albany.edu/eltl/academic_integrity.php](http://www.albany.edu/eltl/academic_integrity.php). Read these guidelines carefully, make sure you understand all provisions, and follow them in all your courses. Pay particular attention to the need for citations even when paraphrasing or summarizing material. Violation of these rules will result in severe penalty (usually failing the assignment and/or the course, depending on the violation) as well as referral to the appropriate academic authorities.

*Read carefully* the attached document, “When and Why to Cite Sources” (available also at [http://library.albany.edu/infolit/citesources](http://library.albany.edu/infolit/citesources)).

*Accommodating disabilities*
Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518-442-5490; [drc@albany.edu](mailto:drc@albany.edu)). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs me that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations. Please submit these letters within the first two weeks of the semester (in person, so we can discuss appropriate arrangements).

*Papers & assignments*
Short papers for RPOS 495z should be 2-3 pages each. The final paper should be 10-12 pages. Lengths for other RPOS 495z writing assignments are as indicated. *Instructions for all papers are in the document, “Paper Guidelines” on Blackboard.*

*Those students completing their Political Science honors thesis in conjunction with RPOS 495z will register also for RPOS 400 (1 credit), meet with the professor as needed, then write a more substantial final paper (20-25 pages instead of 10-12 pages).*
Papers must be double-spaced, with 1 inch margins, in 12-point Times New Roman (or closely comparable) font. The final paper must be submitted in MS Word. Proofread carefully. Given the professional orientation of this program, points may be deducted for sloppy work (poor grammar, typos, etc.), as noted in the Paper Guidelines on Blackboard; quality of writing will count for 20 percent of the grade for your final paper.

All papers and assignments are due (hard copy) on the date on which they are listed the syllabus, unless otherwise noted in class. Late papers will incur a penalty of ⅓ grade (e.g., from a B+ to a B) per calendar day late.

Grading
RPOS 495z (3 credits)
• Plagiarism 101 tutorial 5%
• 2 short papers @ 10% each 20% total
• Paper:
  o Thesis questions & sources 5%
  o Draft of introduction & outline 10%
  o Oral presentation 10%
  o Final paper 40%
• Class preparation & participation 10%

Grading scale

COURSE SCHEDULE   RPOS 495z
Readings and assignments/papers are due on the date for which they are listed. Note that some extracts may include more than the required portion; students are welcome, but not required, to read further.

Details are subject to change!

Week 1   Orientation and Introduction to Washington
See RPOS 341/342 syllabus
26 January   Tour of DC (see RPOS 341/342 syllabus)
  • Practicing Academic Integrity tutorials: Complete all the exercises at http://library.albany.edu/infolit/integrity before class; forward your email “receipts” to me (or print out and submit in class)

Week 2   Introduction to Public Policy Analysis
2 Feb
  • Alumni panel on policy development, implementation, and analysis: Matt Barry, John Johnson, Jennifer Tiller, Jason Venner, Stacey Young, 10:00am-12:00pm
  • Lunch with the alumni board, 12:30-2:00pm
  • Reading:
Week 3  Funding & Running the US Government
7 February (Weds.), 6:00-8:00pm (CRFB, 1900 M St NW, Ste 850)
  - Guest lecturer: Mike Murphy, Committee for a Responsible Federal Budget
  - Please at least skim before the session:
    - “About Us”: http://www.crfb.org/about-us
    - CRFB (and budget debates) media coverage: http://www.crfb.org/media-coverage
    - Interactive debt-fixer tool (wonky fun!): http://www.crfb.org/debtfixer/
9 February
  - US Capitol tour and guest lecturer: Michelle Mittler, 11:00am-1:00pm

Week 4  Research Skills
15 February (Thursday): Nighttime US Capitol tour: Rep. Lee Zeldin, 7:00-8:30pm
16 February
  - Library of Congress visit and research orientation class, 2:30-4:00pm
    - Note: You will be expected to do extensive library as well as internet research for this course. This orientation to the LoC will show you how to use one of the world’s greatest libraries. Remember that the LoC has limited hours and is a closed-stack facility: you must request materials and wait. Plan your visits accordingly—and start early in the semester! As a backup, you may be able to use your SUNY ID to access the Gelman Library at George Washington University (2130 H St NW, 7am-midnight). Of course, you can readily access all the electronic journals and other online materials at the UAlbany library, as well.
    - Meet at Madison building (entrance at C St and 1st St SE) at 1:45pm for Reader Registration Cards; we will then walk underground to Jefferson Building
    - Fill out online form for Reader Registration card in advance: http://www.loc.gov/rr/reader-registration.html
  - Reading (Research skills):
    - Booth, et al., The Craft of Research: chap. 3-5, 7
    - UW Tips & Techniques for Writing
      - For more details, review the “General Social Science Writing Help” files at http://depts.washington.edu/pswrite/forstudents.html
    - Taylor, Legislative History Research (skim)

Week 5  The Legislature as a Policymaking Arena
23 February
  - Guest lecturer: Michael Malbin
  - Reading:
    - Barber & McCarty, “Causes and Consequences of Polarization” in Mansbridge & Martin, Political Negotiation (Introductory excerpt)
    - Persily, Solutions to Political Polarization in America, “Introduction”
• Lee, *Insecure Majorities*, pp. 18-28, 198-209
• Burgat, “Congress May Be More Bipartisan Than You Think”
• Kim, “McConnell Forecasts Bipartisanship in 2018”
• Malbin, “Will 2018 House Elections Be a Wave?”
• Cohn, “Senate, Once Unthinkable, Now Possible”
• Roll Call, 2018 Election Maps
• Sullivan & DeBonis, “McConnell Takes Aim at Bannon”
• Schneider, “The Next Special Election That Could Portend a Democratic Wave”
• Additional news article(s) TBD

**Week 6**  
**The Executive Branch as a Policymaking Arena**

2 March
- **Guest lecturer:** Bruce Miroff
- **Reading**
  - Miroff, *Presidents on Political Ground*: ch. 1 (recommended), 3-5 (required)

**Week 7**  
**Interest Groups, Advocacy, and Expertise**

9 March
- **Guest lecturer:** Larry Korb, Center for American Progress, 10-11:30am (1333 H St NW)
- **Reading**
  - Nownes, *Interest Groups in American Politics*, ch. 5
  - Rich, *Think Tanks, Public Policy, and the Politics of Expertise*, ch. 6
  - Carpenter, et al., Explaining the Advocacy Agenda

**Week 8**  
**No class**
16 March

**Week 9**  
**Research Skills**

23 March
- **Research skills training:** Krista White, time TBC

**Week 10**  
**No class**
30 March
- **Thesis questions and sources due** (via email)
- **Reading:**
  - Booth, et al., *The Craft of Research*: ch. 12-14, 16

**Week 11**  
**Health Policy**

6 April
- **Guest lecturer:** Rich Hamburg, 10:00am-12:00pm
- **Short “papers” due:** choose 2 weeks only from weeks 11, 12, and 13
- **Reading (subject to amendment):**
  - CRS, ACA: A Brief Overview of the Law, Implementation, and Legal Challenges
  - Bronson, et al., Understanding Evidence-based Public Health Policy
Sparer, et al., Inching toward Incrementalism: Federalism, Devolution, and Health Policy in the US and the UK

TFAH, Blueprint for a Healthier America 2016: Policy Priorities for the Next Administration and Congress, http://healthyamericans.org/assets/files/TFAH-2016-Blueprint-Fnl.pdf (minimum: read Introduction and one section; skim the other two sections)

Week 12 Labor and Trade Policy

13 April
- **Guest lecturers**: Joel Korn, Inter-American Development Bank, 10:00am-1:30pm (1300 New York Ave. NW)
- **Short “papers” due**: choose 2 weeks only from weeks 11, 12, and 13
- **Reading**:
  - Krueger, International Labor Standards and Trade
  - TBD from Korn

Week 13 Security Policy

20 April
- **Guest lecturer**: Gil Klinger, 10:00am-12:00pm
- **Short “papers” due**: choose 2 weeks only from weeks 11, 12, and 13
- **Reading (subject to amendment)**:
  - Rosati & DeWitt, The Department of State
  - Auger, The National Security Council
  - Fendrick, Diplomacy as an Instrument of National Power
  - Columbia Accident Investigation Board, ch. 9 and App. C (required), Executive Summary and ch. 5 (recommended)

Week 14 Final Paper Consultations

27 April
- Each student will sign up for a 10-minute consultation with Prof. Weiss. Come prepared with a *rough* draft of your introduction and outline, for discussion only. (Consultations may be scheduled prior to this date.)
- **Draft final paper introduction & outline due**

Week 15 Oral Presentations

1-3 May Site visits TBD
4 May

Wednesday, 9 May, 7:00pm (last day of UA classes)
- **Final RPOS495z papers due**
When and Why to Cite Sources

Source: http://library.albany.edu/infolit/citesources (amended slightly)

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. The required online tutorial, Plagiarism 101, offers 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 and 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 author’s 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, you may “translate” the ideas into your own words.
3. **Information which may be common knowledge but still unfamiliar to your reader.** This would also include statistical information which may be familiar, 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—set off a quote of more than 3-4 lines as a separate block of text—but whether it is one word or an entire paragraph, any direct quote needs to be cited.

*Lappe’s explanation of a “thin democracy”*[^3] *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**

Both these tools involve modes of translating or restating what you have read (or heard). *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. *Both* require citation.

**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.”[^5]

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. [5]

**Summary:** Students should select writing topics that are interesting and also lend themselves to academic research. [5]

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. Whether information 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 is 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. [6]

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. *We will use in-text parenthetical citations for RPOS 495z and RPOS 341.*
- **Endnotes** 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.
- **Footnotes** format is similar to endnotes; 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)
- **CMS** (Chicago Manual of Style). *We will use CMS (author-date) for RPOS 495z and RPOS 341: see* http://www.chicagomanualofstyle.org/tools_citationguide.html *or the style guide on Blackboard for details.*

Please visit the University Libraries’ Citation Tools webpage at http://libguides.library.albany.edu/citationgenerators for information and instructions on these style guides.

### Endnotes


