



Department of Political Science

A STUDENT WRITER'S SURVIVAL GUIDE

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Table of Contents

Introduction	3
Writing as a Process	4
Structuring Your Writing	7
Reading for Comprehension	8
Considerations <i>Before You Write</i>	10
Basic Writing Skills	12
Page of Common Errors	15
Types of Writing Assignments.....	16
Summary	16
Abstract	17
Book Report	17
Reaction Note	17
Reaction Note Example #1	19
Reaction Note Example #2	20
Thinkpiece	21
Thinkpiece Example	22
Radio Script	26
Briefing Note	27
Briefing Note Example	29
Journal.....	31
Journal Example	32
Image Analysis.....	33
Agency Analysis.....	35
Book Review.....	37
Essay.....	39
Essay Type Exams.....	40
Analytical Case Briefs	42
Analytical Case Brief Example	44
Research Project for Methodology	51
Research Paper	55
“ <i>She said, he said...</i> ”	56
How to Deal with Gender and Language	56
Summary of Guidelines for the Nonsexist	57
Use of Language	57
Importance of Documentation	58
Citations from the Internet.....	61
Doing Research on the Web.....	63
Useful Internet Sites	68
Useful Resources on Writing.....	70

Introduction

Writing is a learned art. It also is a cognitive process — that is, writing is thinking on paper. Writing is an essential means of communication. Written communication is of central importance for students of Political Science. It facilitates the learning process and provides students with the means to develop their own perspectives on issues and discourses in the discipline, enabling them to convey their ideas.

Students come with varied educational backgrounds to their assigned writing tasks. Some are familiar already with a variety of writing tasks, are comfortable with the process of writing, and confident in their skills. Others approach writing with a great deal of insecurity, inexperience, and anxiety. Fear and loathing is not unusual. Most students probably find themselves somewhere in between.

This guidebook is designed to provide the students with a resource they can turn to throughout their academic careers as Political Science majors. The guide is designed to give students some general insights into the writing process, to offer basic skills to approach the process of writing, and explanations and examples of various forms of writing that they are likely to incur as they go through their studies as students of Political Science. Students are urged to use this guide as a tool toward successfully negotiating the writing challenges they face in Political Science. Our goals are to contribute to students becoming better writers in Political Science, and to writing becoming a more rewarding process.

Writing as a Process

Writing is easy; all you do is sit staring in front of your keyboard or a blank sheet of paper until little drops of blood form on your forehead.

Attributed to both Gene Fowler and Red Smith
(Cronin. The Write Stuff. 2nd ed., 1993, p. iv.)

Students often have misperceptions about writing. They think that good writers simply produce good work on the first try. So they find themselves sitting in front of their keyboards, getting increasingly frustrated because the muse is not with them. This fixation on the end product hinders the student's understanding and practice of writing as a process. Writing is an activity more than an outcome. Approaching writing as a process and learning how to work through that process will make it easier and generate a higher quality product.

Following this process approach you can break down the activity of writing in three major stages, prewriting, drafting, and rewriting.

Prewriting - 'Get it Out'

The most neglected phase in this process is the prewriting stage. It is also the most important one because it lays the groundwork for your piece before you do the actual writing. In the prewriting stage, you:

- Generate Ideas
- Organize Ideas
- Do Research
- Outline Your Paper

Generating Ideas:

This is the part of the process that makes it so hard for many writers to get started on their projects. They might feel like they have nothing to say, no original ideas to contribute, suffering from a general case of writer's block. However, there are different techniques to unlock one's thinking.

Brainstorming, for example is allowing oneself to write down thoughts, ideas, or sentences without editing or criticizing. Another way of freely generating ideas is freewriting. You can do freewriting by giving yourself a timeframe, for example five to ten minutes, in which you write freely whatever comes to your mind. Another approach is listing. Make a list of all the ideas that come to mind regarding the assigned topic. Yet another approach is to conduct an internal “dialogue” with the material, the author(s), and/or your professor about the topic.

Organizing Your Ideas:

There are different techniques to organize the ideas generated by brainstorming, freewriting, listing, or dialoguing. You can, for example, cluster your ideas, by creating a visual outline of how different ideas cluster around the central topics. Or you might organize your ideas as a tree, or a web. The focus is on discerning the relationships between seemingly unrelated ideas.

Research:

Once you have a better understanding of what you want to write about you need to learn more about your topic. Doing research will help you to define your topic further, narrow it down, and to connect your topic with a larger discourse within the discipline. (See also: Research Project for Methodology, pages 54-57 and Research Paper, pages 58-59.)

Outline:

Before you start the actual writing it is important that you outline what you are going to write. By outlining you are making the transition from the prewriting stage to the actual drafting stage. An outline is like a road map which gives you directions. (See also, Structuring your Writing, page 6.)

Drafting - ‘Get it Down’

This is the first round of writing your paper. By now you have developed your ideas, organized them, put forth a structure for your piece. Now all you have to do is to get the words down on paper.

Rewriting - 'Get it Right'

Rewriting requires rereading the draft with a detached perspective. The writer has to be willing to part with words they have already written. Often it helps in this process to have an outside reviewer. In order to be able to deal with constructive criticism it is important for the writer to separate oneself from one's writing. It is also helpful to remember that published texts always have gone through numerous rewrites. You tinker with your text until you get it just right.

And Don't Forget the Basics:

- Check Your Spelling
- Check Your Grammar
- Make Sure the Word Fits the Meaning

I have no doubt that I have learned more from wrestling than from Creative Writing classes; good writing means rewriting, and good wrestling is a matter of redoing - repetition without cease in obligatory, until the moves become second nature. I have never thought of myself as a 'born' writer - anymore than I think of myself as a 'natural' athlete, or even a good one. What I am is a good rewriter; I never get anything right the first time - I just know how to revise, and revise.

John Irving, *The Imaginary Girlfriend: A Memoir* (Toronto, Canada: Knopf, 1996), p. 128.

So, keep wrestling with your text! - **'Get it Done'**

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Structuring Your Writing

It is easy for students to ignore the importance of creating an outline before writing. This leads to an approach to writing that is more a 'muddling through' rather than an actively directed process of thinking, expressing and communicating one's ideas. Using an outline is not only crucial for creating a disciplined framework for one's thinking, but also the condition for allowing the readers to follow your ideas and arguments. Your outline does not have to stifle your creativity. Rather, you ought to perceive it as a framework that allows you the freedom to explore and express your thinking.

There is a tried and true structure to producing texts. It consists of:

- Introduction *Tell 'em what you're going to tell 'em.*
- Body *Tell 'em.*
- Conclusion *Tell 'em what you've told them!*

This straightforward structure enables you to lead your reader through your thoughts and your argument. The introduction generally begins from a broader perspective, and narrows it to a thesis. The body of the text explores the thesis, elaborates it, creates connections between issues and ideas, develops arguments, and makes the thesis of the essay plausible to the reader. The conclusion begins by recapitulating the thesis and ends broadly.

Writing with Building Blocks

This might be stating the obvious, but student writers often ignore the fact that words build sentences, sentences build paragraphs, and paragraphs build essays. Writing is about making choices: choosing words while being aware of the concepts; choosing where to put those words; choosing how to connect them. When you write the main body the general rule is to use at least one paragraph for every main idea. Writing each paragraph entails structuring the paragraph. Generally the main idea is expressed in the beginning sentence - the topic sentence - of the paragraph with the rest of the paragraph developing that topic by providing context and background to the idea. The last sentence in the paragraph then concludes the thought and creates a connection with the next paragraph.

To discern whether you succeeded in ordering your paragraphs in this logical manner it often helps to read them aloud and listen to your writing as if you were a third party. Even better, find a friend to hear your text and give you some feedback on what they get out of it.

Reading for Comprehension [1]

Reading is a necessary skill for becoming a good writer. ‘Of course I can read’ you might think as you see this, but in these lines you are encouraged to be an **active** reader. Every text is an effort to communicate something, but an author cannot achieve the goal of communication without an active participation on the side of the reader.

As an active reader you are not just going through the motions of mechanically reading through words, but by reading through a text with the goal of gaining knowledge, and even more importantly, of increasing your understanding. Your goal in reading, therefore, should be to read analytically. You can accomplish that by asking questions to the text.

You can structure your active reading of a text in the following way:

- Find out what the text is about.
 - Interpret it.
 - Critique it.
- ◆ For ideas about which questions to ask you might consult the page about writing a book review in this writing guide, which lists suggested questions to be considered.

What is the Text About?

- The basic questions concern the theme of the text, the main ideas, arguments and assertions, the validity of the text, and its significance.

Interpretation

- For this stage of reading you need to understand and interpret the author’s key terms, his arguments, the questions raised in the text, and discern whether the questions are answered or remain unresolved.

Critique

A good critique of another author's work is based on a thorough understanding of the text. In your critique then you can focus on problems with the information given in the text, with the logic of the argument, or the completeness provided concerning the issues raised.

How to Read Actively? - Analytical Reading

Reading through a text with the intention of increasing your understanding of it means that you need to work through the text. Generally, that entails that you underline important points, and that you use the margins to mark key arguments, points that you are unclear about, points that you agree or disagree with, or to note down references to other texts on the same issue. Use the top or the bottom of the page to jot down summaries or analyses of the text or to develop your own line of thinking on the issues discussed in the text you are reading. Over time you will develop your own personal system of working through a text and how to mark it. Be sure not to confuse underlining with understanding. It is only through the active engagement of your thinking while reading that you gain comprehension of the text.

Reading for Research - Syntopical Reading

When doing research you will need to be able to read various materials concurrently. This reading process will be guided by your research question as opposed to the reading you might do for a book review in which you try and understand the author on her terms. In syntopical reading you are setting the framework. You should preview the materials, discern whether they will be helpful for your topic, and identify passages relevant to your concerns. In this process it is important that you develop your set of questions and develop your own terminology for your study. With your agenda developed and firmly held in mind, you can then read the materials concurrently. In this process you can then define and arrange the issues produced by the differing answers of the authors to your research questions.

Considerations *Before You Write* [2]

Before you begin to work on a writing assignment you have to discern what kind of task it proposes to you, what mode of writing is necessitated. “The reason is that different tasks call for different strategies of composition, from the first attempt to define a topic through the revising of a rough draft.” Here we will focus on three essay “...modes, or broad types, of essays that meet those tasks.” (Crews, 1980: 9.)

Essay Modes

Description:

“When you write descriptively, you aim to *make vivid* a place, an object, a character, or a group. You will try, not simply to convey facts about the thing described, but to give to your readers a direct impression of it, as if they were standing in its presence.” The language used should be “both *concrete* and *specific*.” Narration, or the recounting of an event, comes under the mode of description. (Crews, 1980: 11.)

Explanation:

Explanation goes beyond mere description, although it may incorporate it. “To explain something is not [simply] to depict it, though that may be a necessary first step, but to *make it understood* [for example] by *analyzing what its parts are, or by showing how it works* or what its causes or effects are, or by *comparing and contrasting it to similar things*.”

Explaining, then, takes us from the thing itself to an idea about the thing: it works like this, it was caused by that, and so on... Readers will have no trouble recognizing which is the main explanatory statement and which are the subordinate, contributing statements that make the main statement believable.” (Crews, 1980: 22.)

Argument:

Argument consists of the *reasoned defense of an opinion about a topic of controversy*. To deal cogently with such a topic, you may first have to identify the sub-issues that it includes; you will certainly have to contrast the merits of two opposing positions; and you will necessarily be dealing in cause-and-effect reasoning, weighing the supposed effects of one policy position against the supposed effects of another. Explanation, then, lies at the very heart of effective argument.

“Argument proper begins, however, when you have decided to *take a stand*, supporting one of the two positions or making a case for a third one. Every argument asks that we choose between competing goals - for instance, the goals of having a championship football team or expanding the library - or that we choose between better and worse ways of reaching an agreed-upon goal - for example, between aggressive recruitment of players and hiring a better coach. Whether the issue is means or ends, the writer of an argument always hopes to move the reader away from a neutral or differing opinion so that the two of them will share the same conviction. This is why argument is sometimes called *persuasion*.”

(Crews, 1980: 27-28.)

The four main elements of an argument are:

1. “The *thesis*, or central idea, is prominently stated, carefully limited in scope, and plausible.
 2. The *weightiest objections* are answered, either by *refutation* (proving a statement untrue) or by *concession* (granting the truth of a statement without agreeing to its supposed importance).
 3. The *evidence*, or body of supporting statements, is strong.
 4. The *tone* is controlled. The essay may be impassioned, but it makes its point without coercive appeals to emotionalism.” (Crews, 1980: 28.)
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Basic Writing Skills

The categories of writing tasks as discussed above are therefore: *Description*, *Explanation/Analysis*, and *Argument*.

Here is a list of different assignments that students in Political Science might encounter in exams. Each type of assignment requires a different level of learning and understanding, going from the more basic (summarize) to the more complex (synthesize).

Descriptive Writing Tasks

Summarize:

The goal of a summary is to present the basic ideas that were presented in the original text, and in doing so, following the intention of the author. In order to accomplish that you need to be able to identify the main points of the text, and to write them up in a condensed form.

Describe:

In order to produce a good description you need to be able to articulate the identifying characteristics of what you are describing, a policy or a case, for example. If you are describing some kind of political process you will need to identify the different steps that are part of it.

Identify:

Show that societal/political phenomena have some common aspect/ or some connection, e.g., identify reasons for....

Define:

Defining a term is often a rather difficult undertaking. It is all important in Political Science, however, to define one's terms since we are often dealing with contested concepts. In a definition you provide the distinguishing features of a concept and explain its meaning. Often a good definition contains analytical aspects by explaining conceptual parts of a term and how they are related to one another.

Discuss: (This can be either Descriptive, or Analytical or Argumentative.)

If you are asked to discuss an issue (for example in an exam) you are invited to present the issue in its various aspects and consideration. Essentially you want to demonstrate the depth of your understanding of the issue.

Analytical Writing Tasks

Compare and Contrast:

This type of assignment requires you to identify similarities and differences between different cases or policies. You can structure your writing either along the individual cases in question describing them individually and then providing a comparison, or you can write back and forth between the cases.

Analyze:

To provide an analysis means to examine an issue or concept, dissect it in its components and clarify how the components are related to each other and to the whole. An analysis entails the need to come to a deeper understanding of a subject matter resulting in some kind of evaluation. As a writer therefore you might want to work your way through a series of questions concerning description (who? what?), analysis (how?), causality (why?), and evaluation (worth). Be aware that an analysis is not about providing definite answers, rather it is about looking at an issue in its complexity and learning about its potential ramifications and impacts on other issues. ^{[1][3]}

Synthesize:

If you are asked to synthesize you are placing together different components into a whole. This is a process that is at the basis of any research paper that you might produce. You research other writings and then synthesize their ideas and facts into a new idea.

Discuss:

See above.

Evaluate/Assess:

This assignment asks you to provide the reader with your perspective on the value or the validity of a statement, finding or conclusion.

Criticize:

To criticize a text or an author does not necessarily mean to tear it apart. Rather you are asked to engage in a thorough examination of the material in which you determine what the issues are, what the underlying assumptions are, and what evidence is provided for the claims that are made. Inconsistencies, hidden assumptions, evidence that is interpreted wrongly, and important questions that were not asked, will provide you with grounds for your critique.

Argumentative Writing Tasks

Discuss:

See page 12.

Evaluate/Assess:

See above.

Criticize:

See above.

Page of Common Errors

Languages do not evolve logically, which means that some things simply have to be memorized. Remember that we are frequently evaluated on what we have written. Proper usage demonstrates care, thought, and an ongoing commitment to excellence.

a	before a noun beginning with a consonant
an	before a noun beginning with a vowel
affect	<u>verb</u> meaning <u>to influence</u> AND <u>noun</u> meaning <u>feeling</u>
effect	<u>verb</u> meaning <u>to bring about</u> AND <u>noun</u> meaning <u>result</u>
	Note also the differences between “to lose” and “too loose”: you may <u>choose</u> to <u>lose</u> your mind, or you may hang <u>loose</u> as a <u>goose</u> .
a lot	(<u>never alot</u> , unless you also write alittle, adog, acat)
all right	(<u>never alright</u> , although already is all right)
assure	implies making sure in mind by removing all doubt
ensure	implies making certain and inevitable
insure	implies the taking of measures beforehand to make a result certain or to provide for contingencies
led	past participle of “to lead”
lead	when pronounced like “led” refers to heavy metal
principal	adjective (unless the head of a school)
principle	noun
populous	adjective
populace	noun
there	adverb
their	possessive
they’re	contraction (they are)
to	preposition
too	adverb (also)

To form a singular add 's (except it's, a contraction of it is)

To form a plural possessive simply add the apostrophe ' (except its, which is the possessive)

Do not confuse “i.e.,” meaning “that is,” with “e.g.,” meaning “for example.”

Never separate your subject from its verb by a single comma.

Always use a comma before a conjunction joining two independent clauses; i.e., ones that have both a subject and a verb.

Do not confuse “then” (time) with “than” (comparison).

Remember the rule “i” before “e” except after “c”. It works most of the time. Example: receive.

Some tricky words to spell:

desperate	commitment	development	occasion	foreign
separate	bureaucrat	aggression	occurrence	sovereign
dilemma	professor	deterrence	existence	comparative

Types of Writing Assignments

Summary

Description:

A summary is a short piece of writing in which the author recapitulates somebody else's writing. The task is to condense the writing and to summarize its meaning, while leaving out extraneous parts of the discussion.

Purpose:

Being able to write a good summary is a basic skill. Providing a summary often is laying the groundwork for a more involved analysis.

How to Write It:

The following list is a series of activities suggested toward producing a good summary. As you practice you will develop your own technique.

- Read the text; determine the overall structure of the text; identify what the main purpose/argument of the text is.
- Go through the text, marking individual passages (paragraphing of the text generally provides clues to passages).
- Summarize each passage in one sentence; mark significant details of each passage.
- Combine the one sentence summaries and the important parts of passages; this is the first draft of your summary.
- Check through your summary; throw out repetitions, unnecessary details, complicated wordings - streamline.
- Check the summary against the original text - does it accurately represent the main ideas and arguments?
- Revise your summary; check for style, grammar, spelling, and punctuation.

Evaluation Criteria:

A good summary:

1. Presents the argument of the original text in a clear and short manner.
2. Leaves out extraneous materials.

Abstract

A special kind of summary is an abstract.

An abstract is a short summary of an article or a book which serves as a preview of the text. In journals an abstract is often provided before an article and enables the reader to get an understanding of the main argument of the text to follow.

Book Report

A book report is a detailed summary of a book. Make sure to not confuse a book report, a task which requires you to summarize what the author was saying, with a book review, in which you are required to critically analyze the book you are reviewing.

Reaction Note

Description:

A reaction note is very brief, sometimes less than one page. The assignment asks you for a description and analysis of an event (lecture, seminar, symposium), video tape, professional meeting, panel, or reading assignment.

Purpose:

To call upon students to summarize the main themes of the event, material, or other; to go beyond description to analysis of that material.

How to Write It:

Include a brief summary of what you have heard, seen or read. Then you should interpret it in the context of other experiences or learning you have had. Add value to the note based on your personal experience concerning the topic or related topics. Be more interpretative and analytical.

Hint:

It might be helpful to think of the order of your tasks in the following way:

1. Summary.

2. Analysis based on prior learning.
3. Analysis based on personal experience.

You are encouraged to use your own experience but remember that you need to support what you say with broader evidence. In other words, your experience can help illustrate and “bring alive” points you have to make, but you should not assume your experience is shared by everyone. You need to explain how your experience bears on the topic at hand. If you do this, bringing into consideration your own experience or observations will almost always strengthen the writing, as long as it is related to the topic at hand.

Evaluation Criteria:

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1. Clarity in the summary.
2. Evidence of synthesis with other learning.
3. Evidence of synthesis with either personal experience or observation.
4. Well organized, clear, concise writing.

Reaction Note Example #1

OPB – SEVEN DAYS

The show, hosted by Stephane Fowler and presented by Oregon Public Broadcasting, Seven Days, featured a panel of experts to discuss the new direction that the US Forest Service was taking and physical assisted suicide. The panel consisted of four men, Lance Robertson, a reporter for the *Eugene Register Guard*, Dan Spats, from the *Dalles Chronicle*, Hasso Hering, from the *Albany Democrat Herald*, and the highly regarded political analyst from OPB, Mr. Bill Lunch. For the purposes of this class I will only react to the discussion on the US Forest Service changes.

Mike Dombeck, the head of the US Forest Service, recently announced his intentions to focus on conservation over logging and watershed protection over resource extraction. As a result, several Senators, interested in their constituents' votes, got together and threatened deep cuts in funding if logging was cut to the intended levels, approximately 80% of the current rates.

Bill Lunch made an important comment in distinguishing between conservation and preservation. He gave some historical background on this distinction as well. Bill proceeded to inform the panel on some of the historical background of how the boundaries of some of the national forests were created as well as the rumored presidential drinking habits of that day, although that issue is clearly not justiciable today.

In closing, it is clear that due to the various senators' threats that Mike Dombeck will have a tough battle ahead of him as well as some very important decisions to make. He must take into consideration the mission of the Forest Service, the budget cuts that may result, the "health" of the federal lands that the Forest Service manages, and the demand for the resources that he wants to cut back on harvesting. I wouldn't want to be in his shoes, but I do admire his courage to even state his intentions in the first place.

Reaction Note Example #2

RACHEL CARSON

Rachel Carson changed America and how we think about the environment. Carson fought against the over use of pesticides, especially DDT. In her crusade, she brought awareness to the American public about environmental issues. She forced people to think about the environment in a new way. Carson was revolutionary because she changed peoples thoughts about nature and how we need to work with it. She also encouraged the government to take responsibility for their actions.

Before Carson, environmental issues were not as highly publicized. Technological advancements brought Carson into the homes of average citizens. The television allowed for people to be informed on issues that they really did not know existed or that affected their daily life. Citizens were able to learn that the government was doing harmful things to them and the environment.

America had the view point of using nature for economic benefits. Carson brought in a new perspective. John Muir, the founder of the Sierra Club, advanced the idea of preservation himself. He would have been pleased with the work of Carson informing the public.

Carson was a feminist before her time. She fought against government agencies and the establishment. Carson through her book and speaking out against pesticides broke through barriers for women, as biologists and writers. Rachel Carson not only brought environmentalism to the fore front, she also brought women into a new perspective.

Thinkpiece

Description:

Thinkpieces are essays which give you an opportunity to reflect, consider, ponder - that is, think about - ideas presented in class or in readings. Thinkpieces are not designed to be research papers; you draw from the readings assigned for the class and develop your interpretation. Thinkpieces are generally about 1,500 words, that is about five typescript pages.

Purpose:

A thinkpiece is designed to invite you to actively converse with the readings of the class and to develop your own interpretation and perspective of the materials and issues.

How to Write It:

In order to write a good thinkpiece you need to read through the assigned reading; consider the questions, issues, and information discussed in class; and present your interpretation of the reading.

In preparation to writing the thinkpiece you are encouraged to discuss your ideas with others. The writing, of course, is done on your own.

Think about your ideas, then illustrate your points with examples from your experience and/or other works or sources. Thinkpieces are almost always enriched with your own experience when it is related to the topic you are addressing.

Evaluation Criteria:

-

A good thinkpiece:

1. Demonstrates a clear understanding of the text/question/issue it pertains to.
2. Is clearly structured.
3. Demonstrates the author's own thinking on the topic related to one's own experience.

Thinkpiece Example

Fire at Eden's Gate **Tom McCall & The Oregon Story**

Through this legislative session, I have been working with Rep. Mark Simmons from Elgin, OR. Brent Walth's book about former Governor Tom McCall was especially pertinent to many of the things that I have been working on in my internship. Rep. Simmons being from Eastern Oregon, realized the strong need for agricultural friendly legislation, much as McCall did in his day. I have been assigned several committee's to cover while at the legislature, one of which is Environment and Evergy, wherein I have seen several things that can be directly traced back to McCall's influence.

Having read the selection of Walth's book that directly relate to agriculture and having an agricultural background myself (my minor is in Agricultural Science and I grew up on a cattle ranch), I began to see many of the effects that Gov. McCall had on the future of the state of Oregon.

While I know many of the things that McCall did were very good, I think that without a doubt the most important was the effect he had on environmental protection in the state of Oregon. While it is important to note that most of the District 58 (Northeast Oregon) for whom I am presently employed is among the cleanest and environmental friendly area in the state, I am from the west wide and a stones throw from the Willamette River. I have seen the pictures and heard the stories about the problems with pollution that the Willamette had, and I know that it was in large part due to McCall that environmental regulation on that river came to be. I am extremely thankful for the quality that the river now has, but even that is not sufficient.

Several bills and initiatives were enacted this session that relate directly to environmental changes needed in our state. While McCall is no longer around, I'm pretty sure that he should receive at least partial credit for the Salmon Restoration Plan that Governor Kitzhaber, Speaker Lundquist, and Senate President Brady Adams helped put into action. Walth documents McCall's "unprecedented" environmental programs. Well, those same programs that were then unprecedented, are now needed to help protect Oregon's industries. My

belief is that if it hadn't been for the long history of environmental protection in Oregon by people like Gov. McCall, the Environmental Protection Agency would have listed the salmon on the endangered species list.

I realize that the threat by the EPA was due in large part to them wanting Oregon to fork out more money to save the coastal salmon. But the members of the Oregon legislature realized that it was in the best interest of Oregon industry to handle the problem themselves and try to keep the EPA's involvement to a minimum. In this same manner McCall set into motion plans that required environmental change of those in this state. He knew that it would be the best thing for all Oregonians.

The next major topic I have seen in this years legislature and in Walth's book is that of the sign "Welcome to Oregon. We Hope You Enjoy Your Visit." This mentality first established by McCall was quickly pushed aside by people like Vic Atiyeh. I understand where each side was coming from, but on a personal level I agree with McCall. It would be better for Oregon in many ways to try to stop the influx of new residents moving into our state. Land prices are going through the roof and urban growth boundaries are swallowing up the rich soil of the Willamette Valley. Many industries are sprouting up throughout Oregon which is good, but many of these same industries are going to cause problems, both socially and environmentally.

During this session I have really seen a great deal by Rep. Simmons that leads me to believe he agrees with McCall also. Eastern Oregon is really the next logical step for the increase in population that is coming into the state. Rep. Simmons would never say that he doesn't want people to move into his district. But some of the comments he has made about people moving into the area and the problems with some of the new business's over there are very pointed toward his dislike of the newcomers. To be honest, McCall had little effect on stopping the "migration" of people to Oregon during his tenure, just as the current legislators can really do very little to stop it today.

Governor Tom McCall was an influential man, who had strong beliefs and a dedication to Oregon. Politicians like him are very rare and hard to find in today's political arena. Much of the problem with legislators today is that they are afraid to stick their necks out on the line. McCall really did not have this problem. Probably it was easier for him because the press loved him. From my experience in the legislature,

very few legislators know how to effectively use the press to their advantage. Most of the elected officials are extremely wary of the press and, in large part, rightly so. A majority of the articles written about the session are negative, and that causes a serious problem for legislators. To be popular you need to get your name in print, but you don't want it in print over something negative. In this lies the double-edged sword.

McCall seemed to have a way of almost manipulating the press to be on his side. From my experience, Kitzhaber has a very similar way about him. The current governor knows that to be effective, he has to get his name out in front of people as much as possible. Kitzhaber very rarely gets bad press because he knows how to handle situations.

Former Governor Tom McCall was an extremely interesting man, and while I don't always agree with the positions he took on matters, his professionalism and political savvy are commendable. In today's legislature we need more people who have an opinion, a drive to get things done, and the conviction to support their ideas.

Radio Script

Description:

A radio script is a text written with the intention of presenting it in spoken form. It needs to present the information in a way that will make it possible for the listener to identify and retain the important aspects of the piece.

Purpose:

A radio script provides the students with an opportunity to learn how to communicate complex materials in relatively little time. It is not an easy task and requires considerable discipline and a rather different approach than writing a traditional paper.

How to Write It:

Generally, the preparation for a radio script is done in group work. For example, a group is working on initiatives on the ballot and prepare to inform others in the class about the measure, its sponsors and its opponents, the pros, the cons, and the analysis. Pro and con are fairly obvious, but analysis may not be. It means that the reporting group provide some background or a way of understanding the measure that will help listeners better understand the positions taken by each side.

Remember that you will need to go through several drafts of your radio script. Write for broadcast; that means, at a minimum, reading your script aloud before it is delivered to hear how it sounds. It is usually better to write in relatively short sentences than long ones for this purpose.

Evaluation Criteria:

A good radio script:

1. Presents the information in a short, precise manner.
 2. Provides enough background information for listeners to be able to understand the different positions concerning the issue.
 3. Should sound good.
-

Briefing Note

Description:

A briefing note will provide information in a condensed form about an issue that the writer has researched. It serves as a learning aid for students not involved in a discussion of this particular topic.

Purpose:

Students learn one issue in depth and in the briefing note share that knowledge with others. In turn they will review briefing notes from other students. This is a stepping stone towards the interaction in a seminar in which students contribute knowledge to the common pool as well as draw knowledge from the common pool.

How to Write It:

Students should put themselves in the position of an expert whose task it is to inform an uninformed reader. It is important to learn enough to be conversant with the broad contours of the topic. Your reader should be able to acquire a basic understanding of the major issues. You need to be clear and concise.

A briefing note can contain the following elements:

- **Background information:** In this section you are framing the issue; you ‘set the stage’ for the materials to follow, outline the history of the issue addressed (“how we got to where we are”), and potential controversies and other background information that might prove helpful to understanding the current issue and theoretical aspects of the topic.
- **Participants:** This section identifies and describes the participants in the issue; the political groups, agencies, legislative players, legislative committees, interests, ‘influential others’, scientists, etc. involved in the issue. Make sure to identify coalition building and other connective points and differences between the participants.

- Analysis/Interpretation: This section should draw together the material gathered in the prior sections, should present an overview of the controversy and provide an analysis. This means that you need to explore the dynamics that are at work beneath the surface of the issue. That is, why are the various participants - either individuals or organizations - involved? Why do they care about it? What are the dominant motives? Given the range of issues in which groups and individuals might be involved, why does one have sufficient priority to come up to the surface? What are the most important comparisons to other contemporary issues? What can we reasonably predict about this controversy, if anything? - Note that the word why keeps reappearing!

Evaluation Criteria:

A good briefing note is written concise and clearly so that a previously uninformed reader can tell somebody else about the basic issue, players, positions, and what's going on beneath the surface.

Briefing Note Example

Coastal Coho Salmon Recovery and the Oregon Plan

Due to various direct and indirect factors, Pacific Northwest salmon runs have been declining since the late 1800's. Practices including the harvesting of old growth forests near streams, overfishing by recreational and commercial industries, pollution from agricultural communities, and the building of dams for hydroelectric power have crippled salmon populations and degraded the ecosystems which once supported them. Many of these runs, including Oregon Coho, can now be defined as "threatened" or "endangered", warranting the protections of the Endangered Species Act (ESA). This act placed responsibility for the recovery of Coho in the hands of the federal government; thereby disengaging State resource managers and community organizations from recovery efforts and reducing local incentive to protect the species.

In October of 1995, Oregon Governor Kitzhaber responded to the possibility of an ESA listing of Northern Oregon Coastal Coho by initiating the Oregon Coastal Salmon Restoration Initiative (OCSRI), or the Oregon Plan. With an immediate goal of restoring coastal Coho runs, and an ultimate goal of restoring the natural health of Oregon's aquatic systems, the Plan emphasizes voluntary participation and cooperation among State agencies. The Plan relies on four basic components: (1) community based action; (2) government coordination; (3) monitoring and accountability; and (4) improvement over time.

Key agency players in this effort include the Forest Service, Oregon Department of Fish and Wildlife, Bonneville Power Administration, and the Army Corps of Engineers. Additionally, the Plan depends on the joint cooperation of private landowners, coastal residents, irrigators, community conservation groups, and Tribal Councils. This is an unprecedented, collective effort of federal, state, Tribal, and local governments to recover an imperiled species of great importance to all participants.

Economic activities of the State, including fishing, logging, agriculture, road building, hatchery operations, and mining will likely be affected by restoration efforts. By retaining control of Coho recovery through the Oregon Plan, the State intends to minimize economic impacts to these industries, especially in the coastal region.

Efforts to improve salmon habitat have been underway for decades, and are supported by the Oregon Plan as important recovery measures. Restoration of streams and watersheds through the use of artificial structures, planting trees in riparian buffer zones, replacing natural wood debris in rivers, rebuilding logging roads, and reintroducing key native species such as the beaver, will help restore habitat conditions essential to salmon runs. Additional steps in redefining hatchery programs to use basin-specific wild brood stock, and improving public education to inform communities of the life history and habitat requirements of salmon will strengthen and increase overall success of the Plan.

The Oregon Plan presents a comprehensive approach to recovery of coastal Coho; its capabilities, relative to federal regulation through the ESA, will soon be revealed. Many Oregonians hope to see recovery of the species as proof of the effectiveness of state-led, local recovery efforts.

Sources: Gregory, S. Oregon State University, Dept. of Fish and Wildlife. *Peer Review 1996, CSRI: OSU*. <<http://www.oregon-plan.org/OSU.html>>. US Bureau of Records. *Endangered Species Act of 1973*. <<http://www.usbr.gov/laws/esa.html>>. State of OR, Governor's Homepage, <<http://www.governor.state.or.us/governor/press>>. The Oregon Plan, Executive Summary, <<http://www.oregon-plan.org/execsumm/execsumm.html>>.

Journal

Description:

In some classes you might be required to keep a journal for the duration of the class. A journal is an intellectual conversation. It is not a diary in which you record what happened. It is a forum for you to think through your interaction with a text, ideas, issues, or events.

Purpose:

The purpose of a journal is to:

- Try out new ideas.
- Raise questions (that might or might not be answerable).
- Discover contexts and connections with other class and life experiences.

Among the connections to make are your feelings and ideas. It's okay to record feelings - but it's not enough.

How to Write It:

Ask yourself: "What do I think about this? How do I feel about this?" *Start with your heart, then add your mind.* Listen to your own internal voices, then get outside yourself and immerse yourself in the material. Be responsible to yourself and to your material. Keep your journal current and keep it over time. This is not meant to be a 'jam and cram' assignment but rather an opportunity to 'digest' the materials and issues from the class, events, or other experiences.

Your journal should show some development of themes and patterns of thought. It should give a sense of progress for the duration of the term.

Evaluation Criteria:

A good journal should be grounds for a positive answer to the following questions:

1. How responsible is the writer to the material?
2. How willing is the writer to take risks?
3. How engaged is the author with the material?
4. How conscientious is the writer in making entries?

It is important that you keep current on your journal.

Journal Example

January 16, 1998

This day was a very pleasant one in which I made a discovery. I discovered that one of the people that works upstairs is currently one of the advent guards of the “deregulation of utilities” policy making machine. His name is Joshua and he is a lawyer who has been with the Senator since the beginning of his term. We sat and discussed many of the options and issues that face Oregon, and the rest of the U.S., with the deregulation of public utilities. What even amazed me more is that he, after talking with me for some time, asked me to come upstairs and discuss this matter in more length while he took notes on how deregulation would impact the rural farm industry. At one point I felt very informative, but later I felt that this information could have been gained some time ago by many other people who are more acutely aware than I am of the ramifications. In the afternoon, the office spent the majority of its time re-organizing things and restocking items. Basically, the office is feeling the tensions rise for the beginning of session.

Through the hall I saw the Senator constantly go over to the media office to see how he came across in publicity/media coverage with the briefing of the investigations findings of the C-130 incident. Media was very present the day of the brief, with personnel coming from Oregon to capture the affair.

Image Analysis

Description:

This assignment requires you to assess critically media coverage of political issues and the “image” of politically-important people and topics presented by media.

Purpose:

The purpose of an image analysis is:

- To encourage you to read or watch media in a critical manner.
- To learn to separate image production from political reporting.
- Practice your analytical skills.
- Learn to “read” visuals with a critical eye.

How to Write It:

You will need to:

- Choose a political issue, policy, or politician.
- Choose a period of time to analyze.
- Locate copies of at least two newspapers for that period, at least one newsmagazine and possibly other media.
- Look carefully at visuals (photos, cartoons) because they especially affect image perception.
- Be alert for headlines and words that carry value judgments or stereotypes.
- Distinguish and label different types of news coverage (news reports, news analyses, columns, editorials, letters to the editor...).
- Aim: to identify the main elements of the image(s) of the political objects you examined; to judge similarities and differences in image presentation; and to examine if there was a consensus image or multiple images about them at the time you analyzed.

Your paper should include the following:

- The dates you analyzed and the media you examined.
- Your personal view of each person or topic (to sensitize you and your reader to any biases you might have).
- The images you found, with clear evidence (headlines, words, photos, etc.) justifying your judgments about these images, carefully distinguishing different types of news coverage.
- An assessment whether the image(s) about each seem shared among various media or whether they diverged and why.
- Illustrations and evidence for your conclusions through use of quotes, headlines, photos (attached at the end) and other specific elements of media coverage.
- Clear identification of every attached “news” item, using the terms news report, news analysis, column, or editorial, as discussed in class.

This assignment can be done using national US media or international media as an analysis of how non US media cover the US Political System and official images.

Evaluation Criteria:

A good image analysis:

1. Is clearly written and responds to each part of the requirement.
 2. Identifies the author’s biases.
 3. Systematically examines all relevant examples in the media chosen during the time period being examined.
 4. Critically and carefully describes the “image” portrayed by various examples.
 5. Provides conclusions that are well documented, with clear reference to attached “news” items.
 6. Clearly labels the “news” items used in the analysis.
-

Agency Analysis

Description:

The intent of this assignment is to systematically examine an agency and its politics.

Purpose:

By doing an agency analysis you will learn to:

- Familiarize yourself with the workings of a governmental agency by using official publications and other sources.
- Prepare information about a governmental agency for ‘outsiders’ from the agency.

How to Write It:

After you select a national governmental bureaucratic organization, use the following materials to examine it:

- *US Government Manual*.
- *US Government Budget*.
- Sources you can find on the World Wide Web (most agencies have websites).
- Other relevant sources.

Your paper should include the following:

- The name of the agency you have chosen to study and why you selected it.
- Description of the agency and its place within the government.
- Description of its main functions/tasks, identifying its main policy type or types (distributive, protective regulatory, etc.), as discussed in class.
- Summary of the agency’s recent budget outlay history and personnel history, preferably at 5- or 10-year increments starting in the 1960’s or earlier, in order to show trends (*see Budget of the US Government Appendix* at OSU Library and www.access.gpo.gov/su_docs/budget98) (You will also find relevant links through the Political Science Department webpage.) Note: *Personnel* means total number of people employed, not just a list of agency leaders. Note also that the most recent spending and revenue data in a budget are for two years prior to the title year, so the 1999 Budget contains final budget numbers for 1997 (the 1999 budget is prepared in early 1998, soon after the 1997 budget year has ended).
- Description of the main media image or stereotype of that agency and its leaders, based on analyzing news accounts about the agency. Note: Start this part early and do not limit yourself to materials available on the web. A helpful source is the *New York Times Index*, available in most libraries.
- “Educated guesses” about the politics of that agency – that is, visibility, conflict, support by subgovernment, if any, and so on – drawing on the type of policy involved (distributive, etc.) and possibly on news accounts about that agency.
- A complete list of sources used in preparing the agency analysis, using standard citation methods (author, title, publisher, year). Analysis (in the body of the analysis be careful to identify sources used for each section).

Evaluation Criteria:

• A good agency analysis:

1. Is clearly written and responds to each part of the requirement.
 2. Carefully states reasons for the choice and describes the organization carefully.
 3. Fully responds to each requirement and identifies sources used in each.
 4. Critically and carefully describes the “image” of the agency and its leaders as portrayed by media.
 5. Provides conclusions that are well documented.
 6. Provides a complete bibliography at the end, with identification in each section of reference material used.
-

Book Review

Description:

In our discipline book reviews are an important form of writing and you will find book reviews published in all the major Political Science journals.

A book review is not a book report. While a book report is a retelling of the book, a book review is much more than that. Books are written to make an argument. A book review is an effort to draw out, to dissect, and to come to an understanding of the author's argument by critically examining the work. It is important that the reviewer not be uncritically captivated by the book under review. Being 'critical' does not mean being negative. Rather, it entails an assessment of the work while providing the reasons for the assessment.

Purpose:

Book reviews allow the interested reader to find out what the current new publications in the field are. They discuss the author's perspectives and compare them with other perspectives. Book reviews can help the interested reader to decide whether it is worth the time to read a book.

How to Write It:

A good book review will address important sets of questions:

- 1)
 - What does the book identify as issues and problems?
 - What point of view is the author bringing to his/her topic?
 - What does the author's frame of reference emphasize; what does it tend to exclude?
 - Of what is the author trying to convince the reader?

- 2)
 - On the basis of what normative and empirical premises is the author working?
 - Are there hidden assumptions or premises at work in the book under review?
 - What sorts of research and analytical methods are employed?
 - What sorts of evidence is used to illustrate and defend arguments?
 - What are the findings, conclusions, solutions presented by the author? Are they justified?

3) Questions to reach for:

- What are the intellectual and/or political implications of the work under review?
- What is the book's contribution to the field?
- What is your judgment on the book's utility? - Did you learn something from the book, what did you learn? To what audience does the book speak, and with what success? Would you recommend the book to somebody else?

This catalog of questions can be equally useful when you are required to write a review of any kind, be it of an article, a series of articles, or a series of books related to a topic.

Make sure to clarify with your teacher what the expected size of the review is.

Writing in Stages:

If it is not already a requirement of the assignment, it is recommended that you work on a review in stages, which will give you time to really think through the process and improve continually on your understanding of the book, your discussion and evaluation of it.

Recommended stages are:

- A summary of the major conceptual framework, arguments, and conclusions of the book.
- A detailed outline of your book review which addresses the questions listed above.
- A rough draft of your review.
- A polished draft of the review in which you reworked style as well as substance.

Evaluation Criteria:

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A good book review:

1. Discusses all or most of the questions raised above.
 2. Demonstrates a good understanding of the contents of the book under review.
 3. Expresses a good grasp of the book's place in the wider discipline.
-

Essay

Description:

An essay is “a literary composition, analytical or interpretive, dealing with its subject from a more or less limited or personal standpoint.”

Websters Dictionary

Purpose:

The purpose of an essay generally is to give an explanation or to make an argument about a specific issue or theory, or an author that you have read.

How to Write It:

a) **Explanation:**

A good explanation will have a thesis that is clearly stated and prominently placed. The intention is that readers can identify the main explanatory statement easily and distinguish it from the contributing statements that make the main statement believable.

You can explain something by the following:

- Analysis.
- Showing causes or effects.
- Compare and contrast.

(see explanations in Part I of this booklet)

b) **Argument:**

You should give reasons, make inductions, draw conclusions by discussing an issue or idea from different perspectives in order to come to a well supported judgment on the question. In order to pursue this you will have to identify the sub-issues it includes and the merits of two or more opposing positions. You will be dealing with cause and effect reasoning which will require you to weigh the supposed effects.

Presenting an argument is about taking a stand and about persuading readers to share one’s attitude toward an issue. Therefore it is important to use supporting evidence. A good argument will treat the other side with respect and show regard for the legitimate objections to one’s own side.

Evaluation Criteria:

In a good essay:

- The thesis or central idea is prominently stated, carefully limited in scope, and plausible.
 - The strongest objections are addressed and answered, either by refutation (proving a statement untrue) or by concession (granting the truth of a statement without agreeing to its supposed importance).
 - The evidence, or body of supporting statements, is strong.
 - The tone is controlled. The essay may be impassioned, but it makes its point without coercive appeals to emotionalism.
-

Essay Type Exams

Description:

Unless you are taking a multiple choice exam, your exam will involve some type of writing, e.g., short answer essay, in class essay, take-home essay, identification of terms.

Purpose:

All exams ask students to demonstrate mastery of course and other materials, readings, lectures and discussions.

Short-answer questions require less detail and development. In-class essay exams require somewhat more definition and development. Take-home essays require detailed, fully developed and referenced essays. (See also section on essays above.)

How to Write It:

1. Start preparing for all exams the first day of class.
2. Attend class consistently.
3. Take good notes.
4. Exam preparation involves a process of understanding the framework of the course, the course material, and major themes.
5. If you are cramming for an exam the night before, you failed the process.
6. Review your notes on an ongoing basis.
7. Compare your notes with fellow classmates.
8. For all in class exams get a good night's sleep beforehand.
9. Read the questions and topics carefully - make sure you understand what you are being asked to do, e.g. describe, analyze, list. (See pages 12-14.)
10. Answer the question you have been asked, not the question you think you've been asked.
11. If you are not certain, clarify the question with your instructor.
12. For in class exams:
 - Read the whole exam through before you start answering questions – budget your time.
 - Turn the pages over – are there questions you might have missed?

- Leave yourself enough time to review your answers.
 - Read the instructions carefully; e.g., “answer two out of three questions.”
 - For in class essays: take the time to outline your answer.
 - When budgeting your time pay attention to the point value of questions.
13. For take home essays:
- Read the question(s) carefully; exams are likely to focus on main points of materials, issues, and themes dealt with in class.
 - Plan time for a revision process – take your essay to the writing center.

Evaluation Criteria:

For short answer questions:

- Does the response answer the question?
- Does the answer address the major points?

For essay exams:

- Is the essay well structured?
 - Does the essay develop the answer?
 - Is the essay well evidenced?
 - Is the essay carefully and thoughtfully written?
 - Does the essay address all the issues raised in the topic?
-

Analytical Case Briefs

Description:

Analytical case briefs are in depth examinations and evaluations of Supreme Court work products.

Purpose:

- To hone and assess reading skills.
- To hone and assess writing skills.
- To hone and assess analytical skills.
- To hone and assess critical thinking skills.
- To hone and assess argumentation and reasoning skills.
- To engage in drafting, revising, and polishing process.
- To encourage Internet research skills.
- To enhance common course readings in American Constitutional Law.

How to Write It: Step-by-step Model for Analytical Case Briefs

Preliminaries: Your briefs must contain ALL of the elements listed below that are pertinent to your particular case, IN THE ORDER IN WHICH THEY ARE LISTED. (Case briefs typically average between 7 and 10 typescript pages.) **If you use the *Supreme Court Reporter* in hard copy form, you must attach a photocopy of the case you are briefing.** Turning in a brief without a photocopy will cause forfeiture of the grade (i.e., a 0) for that assignment.

1. Title and citation for the case.
2. Votes of ALL the Justices:
 - + = Justice voted with the majority (or concurred).
 - = Justice dissented.
 - +/- = Justice concurred in part/dissented in part.
 - NP = Justice did not participate in case.
3. Name of the Justice who wrote the opinion of the Court.
4. Facts of the case = What circumstances resulted in legal action?
5. *Constitutional question[s] to be decided = What is/are constitutional problem[s] and issue[s]?
6. *Holding[s] of the Court = How do Justices resolve constitutional problem[s] and issue[s]? What legal rule[s] result[s]?
7. *Opinion of the Court = How do Justices explain and justify their holding[s]?
8. Concurring opinion[s] (if any).
9. Dissenting opinion[s] (if any).

10. *Your own evaluation of the opinion of the Court based upon **ALL SIX** of these criteria:

- A. Are the arguments and reasons in the opinion coherent and consistent?
- B. Does the opinion meet or avoid all relevant issues?
- C. Does the opinion follow earlier precedents; if not, does it diverge justifiably?
- D. Does the opinion explain convincingly why the Justices decided the way they did?
- E. Are there hidden assumptions and premises in the opinion?
- F. Does the opinion further what you consider "important" political values and interests?

* This analysis constitutes the heart of your brief. You should devote the most time and space to these items.

-

Evaluation Criteria:

-

- Organization.
 - Clarity of expression.
 - Thoughtfulness.
 - Completeness.
 - Responsiveness to above model.
 - Analytical rigor.
 - Level of critical thinking.
-
-

Analytical Case Brief Example

PALCO V. CONNECTICUT, 302 U.S. 319 (1937)

Chief Justice Hughes +
Justice McReynolds +
Justice Sutherland +
Justice Van Devanter +
Justice Brandeis +

Justice Cardozo +
Justice Stone +
Justice Roberts +
Justice Butler -

Mr. Justice Cardozo wrote the opinion of the Court.

FACTS: Palko was indicted for first degree murder in Fairfield County, Connecticut. At trial, the jury found him guilty of second degree murder and imposed a sentence of life imprisonment. Connecticut, with the permission of the judge presiding at the trial, appealed the decision to the state Supreme Court of Errors on the authority of a 1886 state act which is stated in section 6494 of the General Statutes as follows:

“Sec. 6494. Appeals by the state in criminal cases. Appeals from the rulings and decisions of the superior court or of any criminal court of common pleas, upon all questions of law arising on the trial of criminal cases, may be taken by the state, with permission of the presiding Judge, to the Supreme Court of Errors, in the same manner and to the same effect as if made by the accused . . . (Palko v. Connecticut, 58 S. Ct. 149 at 150).”

The Supreme Court of Errors “. . . found that there had been error of law to the prejudice of the state . . .” and reversed the trial court’s judgment and ordered a new trial. “Before a jury was impaneled and also at later stage of the case he (Palko) made the objection that the effect of the new trial was to place him twice in jeopardy for the same offense, and in so doing to violate the Fourteenth Amendment of the Constitution of the United States.” The presiding judge overruled a verdict of murder in the first degree, and the court sentenced the defendant to the punishment of death; which the Supreme Court of Errors upheld in 122 Conn. 529, 191 A 329. The case is here on appeal.

LEGAL QUESTIONS: The Court is presented, by the appellant, with three major contentions which lead to three legal questions which are:

1. Does a act of a state violate the Fourteenth Amendment if a similar act by the Federal government would violate the original Bill of Rights (Amendments 1 to 8)?
2. Does the Fifth Amendment, through the Fourteenth Amendment, apply to the states?

3. Does a state statute allowing a state to initiate an appeal in a criminal case, on a question of law, violate the Fourteenth Amendment?

HOLDINGS: In answering the three legal questions, the Court failed to accept the appellant's arguments and answered the questions in the following manner:

1. Appellant's thesis is; "Whatever would be a violation of the original bill of rights (Amendments 1 to 8) if done by the federal government is now equally unlawful by force of the Fourteenth Amendment if done by the state. There is no such general rule."
2. The Court explicitly refuses to make the Fifth Amendment applicable to the states through the Fourteenth Amendment; citing *Hurtado v. California*, 110 U.S. 516 (1884) and *Twining v. New Jersey*, 211 U.S. 78 (1908).
3. The Court directly answered the third contention as follows: "1. The execution of the sentence will not deprive appellant of his life without the process of law assured to him by the Fourteenth Amendment of the Federal Constitution."

MR. JUSTICE CARDOZO'S OPINION: "The argument for appellant is that whatever is forbidden by the Fifth Amendment is forbidden by the Fourteenth also." The Fifth

Amendment, which is only applicable to the federal government, states in part; “. . . nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb. . .”. “The Fourteenth Amendment ordains, ‘nor shall any state deprive any person of life, liberty, or property, without due process of law.’” The appellant contends that to retry him under a single indictment would subject him to double jeopardy in a federal criminal proceeding. He further contends that it follows that for the state to retry him in like circumstances would be “. . . a denial of life or liberty without due process of law. . .” in violation of the Fourteenth Amendment.

“We have said that in appellant’s view the Fourteenth Amendment is to be taken as embodying the prohibition of the Fifth. His thesis is even broader. Whatever would be a violation of the original bill of rights (Amendments 1 to 8) if done by the federal government is now equally unlawful by force of the Fourteenth Amendment if done by a state. There is no such general rule.”

The pertinent portions of the Fifth Amendment provide; “. . .that no person shall be held to answer for a capital or otherwise infamous crime unless on presentment or indictment by a grand jury. This court has held that, in prosecutions by a state, presentment or indictment by a grand jury may give way to information at the instance of a public officer [*Hurtado v. California*, 110 U.S. 516 (1884)].” The Fifth Amendment also states that “. . .no person shall be compelled in any criminal case to be a witness against himself. This court has said that, in prosecutions by a state, the exemption will fail if the state elects to end it [*Twining v. New Jersey*, 211 U.S. 78 (1919)].” “The Sixth Amendment calls for a jury trial in criminal cases and the Seventh for a jury trial in civil cases at common law where the value in controversy shall exceed twenty dollars. This court has ruled that consistently with those amendments trial by jury may be modified by a state or abolished altogether [*Walker v. Sauvinet*, 92 U.S. (1876); *Maxwell v. Dow*, 176 U.S. 581 (1900)].” This court has ruled in a like manner regarding the Fourth Amendment in *Weeks v. United States*, 232 U.S. 383 (1914); and regarding other provisions of the Sixth Amendment in *West v. Louisiana*, 194 U.S. 258 (1904).

“On the other hand, the due process clause of the Fourteenth Amendment may make it unlawful for a state to abridge by its statutes the freedom of speech which the First Amendment safeguards against encroachment by the Congress [*DeJonge v. Oregon*, 299 U.S. 353 (1937)] or the like freedom of the press [*Near*

v. Minnesota, 283 U.S. 697 (1931)], or right of peaceable assembly, without which speech would be unduly trammelled [DeJonge v. Oregon, (1937)], or the right of one accused of crime to the benefit of counsel [Powell v. Alabama, 287 U.S. 45 (1932)]. In these and other situations immunities that are valid as against the federal government by force of the specific pledges of particular amendments have been found to be implicit in the concept of ordered liberty, and thus, through the Fourteenth Amendment, become valid as against the state.”

This distinction may seem unclear upon first examination, but careful analysis will serve to elucidate the inherent difference. “There emerges the perception of a rationalizing principle which gives to the discrete instances a proper order and coherence. The right to trial by jury and the immunity from prosecution except as the result of an indictment may have value and importance. Even so, they are not of the very essence of a scheme of ordered liberty. To abolish them is not to violate a ‘principle of justice so rooted in the traditions and conscience of our people as to be ranked as fundamental’.” It is possible to modify and, in some instances, abolish these, and other similar, rights in civil and criminal proceedings at the state level and not establish a miscarriage of justice. “The exclusion of these immunities and privileges from the privileges and immunities protected against the action of the states has not been arbitrary or casual. It has been dictated by a study and an appreciation of the meaning, the essential implications, of liberty itself.”

“We reach a different plane of social and moral values when we pass to the privileges and immunities that have been taken over from the earlier articles of the federal Bill of Rights and brought within the Fourteenth Amendment by a process of absorption.” “If the Fourteenth Amendment has absorbed them, the process of absorption has had its source in the belief that neither liberty nor justice would exist if they were sacrificed [Twining v. New Jersey (1908)].” The freedoms of thought, speech, press and assembly have been found to be so embedded in our political, legal, and philosophical tradition as to be “absorbed” into the concept of liberty as applied to the states by the Fourteenth Amendment.

“Fundamental too in the concept of due process, and so in that of liberty, is the thought that condemnation shall be rendered only after a trial.” The trial must be real in truth not just form and, through the exercise of due process, should strive for justice. “For that reason, ignorant defendants were held to have been condemned unlawfully when in truth, though not in form, they were refused the aid of counsel [Powell v.

Alabama (1932)].” “The decision turned upon the fact that in the particular situation laid before us in the evidence the benefit of counsel was essential to the substance of a hearing.”

This differentiation between rights mandatory for liberty, which the states must respect, and rights without which liberty and justice may remain intact is clear. The questions presented to the Court for consideration by the appellant: “Is the kind of double jeopardy to which the statute has subjected him a hardship so acute and shocking that our polity will not endure it? Does it violate those ‘fundamental principles of liberty and justice’ which lie at the base of all our civil and political institutions?” The answer to both questions must surely be “no”. The statute “. . . asks no more than this, that the case against him shall be a trial free from the corrosion of substantial legal error.” The accused enjoys the privilege of appeal on the occasion of legal error; now the state, with the consent of the presiding judge, also enjoys that privilege. “There is here no seismic innovation. The edifice of justice stands, in its symmetry, to many, greater than before.”

“The judgment is affirmed”

MR JUSTICE BUTLER DISSENTED WITHOUT OPINION.

EVALUATION OF THE OPINION:

a) The opinion is very systematic in reaching it’s conclusion and goes to great lengths to justify the partial incorporation of the original Bill of Rights (Amendments 1 to 8) in the Fourteenth Amendment. The Court further establishes a hierarchy of amendments based on their necessity in the preservations of liberty; with the First Amendment privileges and immunities being incorporated into the Fourteenth. The Court acknowledges incorporation of various other provisions of the Bill of Rights only in specific instances in which the basic concept of liberty was being contested in “truth, though not in form.” It seems that the Court is consistent in it’s analysis and treatment of the issues in this case.

b) As far as I am able to determine, the Court seems to address all the issues raised by the appellant. Then the opinion goes through a fairly lengthy discussion of the history and reasoning behind the whole incorporation process. I would say that the Court went past simply meeting all the relevant issues and provided a historical perspective to put an end to speculation concerning the seemingly random manner in which incorporation was taking place. The way in which this opinion examines the process of incorporation would seem to make it important for scholars of constitutional law and the Supreme Court.

c) This opinion seems to fit in with the Court's refusal to incorporate provisions of the Bill of Rights establishing privileges and immunities in civil and criminal trial proceedings. The only retreat from that refusal, that I am aware of, was in the case of *Powell v. Alabama*, 287 U.S. 45 (1932); and the opinion does not accept the view that the Sixth Amendment was incorporated in the Fourteenth Amendment by that decision. Instead, the opinion contends that in the narrow circumstances of that case, it was necessary for *Powell et. al.* to have the benefit of effective counsel in order to prevent an, unacceptable infringement on the base of liberty. It would seem that the Court intends to maintain a policy of close, case-by-case, examination of incorporation of the Bill of Rights in matters other than the First Amendment. I feel that the Court has adequately distinguished this case from seemingly conflicting precedents.

d) The opinion convincingly explains the reasoning behind the Justices' conclusion. Taken in historical perspective, the opinion accurately summarizes the reasoning responsible for both inclusion in and exclusion from incorporation in the Fourteenth Amendment. Justice Butler, in dissent, fails to offer an opinion and therefore, provides no reasoning to support his position. Nor does he take advantage of the opportunity to criticize the majority opinion. If the majority opinion failed to accurately explain the intentions of the majority and Justice Butler dissented for that reason; why did he fail to write out his reasons?

e) The only possible hidden assumption which I can ascertain is the Courts' assigning a priority system to which of the first ten amendments is more or less necessary to protect the liberty of citizens. And therefore, based upon this hierarchy, the Court may decide which amendment, or part of an amendment, is important enough to warrant application to the states through the Fourteenth Amendment.

f) In considering the importance of this opinion it is necessary to make note of the fact that it was overruled by Benton v. Maryland, 395 U.S. 78 (1969). I feel the importance of this opinion to be as a classic example of the feelings of the Court towards preferred freedoms and the need to make those preferred freedoms safe from restriction by state governments. As the interest in civil liberties grew, the Court responded by expanding the extent to which the original Bill of Rights would be applied to the states through the Fourteenth Amendment.

Research Project for Methodology

Description:

In your methods course you will be asked to develop a research project using the scientific method.

Purpose:

You will familiarize yourself with scientific methods and the different steps involved.

How to Write It:

Eight Steps in Writing a Research Paper for Research Methodology

The following steps will help you to develop a research project using the scientific method:

Step 1: THEORY

Start with a general theoretical framework (a general view of how the world works); a literature review with the help of a reference librarian or a university researcher would be a useful starting point. Remember that there are a variety of perspectives for most research topics and that university researchers often have strong preferences (biases) concerning the validity of each perspective.

Be careful not to confuse normative theory ("what should be") with empirical theory ("what is").

Step 2: HYPOTHESES

Based upon your particular world view (theory), you next need to develop a set of hypotheses to guide your research. Hypotheses are nothing more than statements of relationships which are TESTABLE and FALSIFIABLE.

Hypotheses must specify a relationship for at least two or more variables. A variable is a property of whatever it is that we are studying. If we are studying people, then people have properties like height, eye color, attitudes toward their jobs, etc. These properties VARY by each individual, and thus are variables.

Examples of variables could be: quality of housing options; types of economic development programs; income levels; gender; occupations; health insurance costs; level of pesticide use; citizen attitudes toward educational policies; amount of government development aid; population; etc.

All hypotheses should have at least one dependent variable (what is to be explained) and one independent variable (what is used to explain variation in the dependent variable).

STEP 3: CONCEPTUALIZATION (Defining Your Variables)

When determining which hypotheses will be the subject of your research, you need to define what your concepts i.e., (variables) mean. For example, if you are interested in rural poverty, you need to define exactly what you mean (be sure to include all relevant dimensions for each concept included in the hypothesis). A definition of poverty may include a specific income level, amount of wealth/property holdings, employment status, etc. The concept of job satisfaction may include employee morale, attitudes toward current jobs, etc.

STEP 4: OPERATIONALIZATION (Specifying Indicators for Variables)

After defining your variables above in Step 3, you next need to determine what your actual indicators will be. How will you actually measure your concepts? Often times this particular step will be dictated by the use of previously collected data sets. If you are designing your own survey, there are several things you should be concerned about when designing indicators: (1) Be sure to account for all possible response categories to a question; (2) Response categories should be mutually exclusive – only one attribute applies; (3) Use the appropriate level of measurement--categorical, ordinal/rank-ordered responses, and interval/ratio.

STEP 5: CHOICE OF RESEARCH METHOD

This step will probably be decided before this point, but here is a brief list of possibilities (not an exhaustive list):

- A. Library Research – literature review for other studies in your area of interest.
- B. Secondary Analysis of Existing Data Sets – analyze data collected by someone else.
- C. Field Research – participant observation, informal interviews.
- D. Survey Research – telephone, mail, and personal interviews (structured and quantifiable).
- E. Experiments – controlled environments.
- F. Historical Research – use of data archives to trace trends over time.
- G. Evaluation Research – examine the impact of an existing policy to see if the specific goals have been achieved, etc.

STEP 6: POPULATION AND SAMPLING

The next question to consider is: "Who do we want to be able to draw conclusions about? Who will be observed for that purpose?" Often it is impossible to study an entire population, therefore we typically use samples that allow us to make conclusions about the general population.

This can be a very complicated step and will determine the level of confidence you can have in your research findings. It is highly advisable to get help from a resource person (e.g., university researcher) when designing a sample. You must be concerned about such things as sample size and how the sample is selected. Attached you will find a general guide for determining sample size. Be careful of "samples of convenience" or "supermarket" surveys (i.e., surveys of people you know or an extremely biased survey).

STEP 7: OBSERVATIONS

This step concerns the actual collection of data for analysis. This could be the process of carrying out a survey, conducting interviews, doing library research, observing certain behaviors in the field, etc. There are certain "rules" or "procedures" to follow when conducting interviews, surveys and the like. A poorly designed and implemented survey or interview will lead to poor results and decrease the legitimacy of your research.

Design issues often take you back to previous steps. Are you asking a question that will get meaningful answers from your target population? Implementation issues involve the training of staff and timing of the research process.

STEP 8: DATA PROCESSING AND ANALYSIS

Once you have collected your data, they need to be transformed into a form appropriate for manipulation and analysis. Increasingly this means the use of computers. Data needs to be in a format that can be read by any number of software packages. University researchers typically use SPSS or SAS (both available for PCs), research firms use many other software packages.

Analysis techniques will depend on the hypotheses you are testing. Sometimes tables will work (using percentages). However, multivariate techniques are required when you are asking which of a dozen factors is most important in explaining some issue.

*The key to doing research comes in steps 1-3. If you know what the issue is and can define the important/relevant variables, this will guide you through subsequent steps.

Evaluation Criteria:

- - 1. **COMMITMENT** – Did you cover all relevant materials/questions?
 - 2. **AMBITION** – Did you take each issue to task?
 - 3. **ENGAGEMENT** – Did you make connections between issues?
 - 4. **CLARITY** – Was the paper readable and well organized?
 - 5. **READINGS/COURSE MATERIALS** – Did you use appropriate reading and other course materials in your work? [Note: cite everything appropriately.]
 - 6. **COMPARISON** – In general, how did your work compare to the rest of the class?
 - 7. **DIRECTIONS** – A "no brainer" here. Did you follow directions?
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-

Research Paper

Description:

- In various classes and class levels you might be asked to produce a research paper. This might be a paper exploring a topic of your own choosing (related to the issues of the course) or your professor might offer a list of possible topics.

The research paper could be descriptive, for example a case study of a political system of a foreign country for an introductory comparative class. But most research papers are analytical in which you are developing a research question or set of questions to guide your inquiry.

Purpose:

- To develop a topic and present it in a comprehensive manner.

How to Write It:

- For a specific research paper you need to follow the guidelines set out by your professor. Here are some general hints and recommendations for successfully negotiating the demands of a research paper:

- Give yourself plenty of time between designing the topic and the deadline for the polished draft.
- Develop your topic from questions that interest you - you will have to spend considerable time dealing with the topic you end up choosing.
- Work on your research skills - ask for help if you are not sure what, where, and how.
- Work through this assignment with the various steps in mind:
Asking questions - developing topic - developing outline - surveying literature - reevaluate topic and outline - consulting with your professor - first draft - revisions - cleaning up the final draft.
- Keep in contact with your professor throughout the process (some will require that you turn in topic, literature review, outline of paper, drafts).
- Use your colleagues in class or friends as peer reviewer.
- Make sure you reference whenever you use other author's ideas, concepts, or quotes.

Evaluation Criteria:

1. Well developed topic.
2. Well researched - good use of sources.
3. Well referenced.
4. Well structured and well written.

“She said, he said...”

How to Deal with Gender and Language

There has been plenty of discussion on the use of non-sexist language in academic writing. We inherited a language that developed in times of traditional societal roles for men and women and now use this language during a time and in a societal context in which we are changing and re-evaluating issues of gender, power, roles in society and relationships. Therefore, we are bound to struggle with the language when making an effort to reflect these changes.

There are different ways of grappling with this problem:

- One solution has been to continue using ‘man’, ‘he’, ‘his’, etc. and to explain that this use is meant to be a generic one.

However, it has been argued that this is an inadequate solution because, while it may well intended by the author, it does not constitute inclusive language. (see, Department of Philosophy, Oregon State University, Writing Philosophy Papers, p. 17)

- Another proposed solution has been that male writers use male signifiers, female writers use female signifiers. However, the same criticism as above applies. It is not inclusive language.
 - One other possibility is to randomly change gender in pronouns in the text, while of course staying consistent within a sentence. This can be an interesting challenge for readers when the text confronts them with gender signifiers they might not have expected in a given context. However, sometimes this continuous change might be distracting from the subject matter of the text.
 - Another solution is therefore to avoid exclusive language by using the following guidelines.
-

Summary of Guidelines for the Nonsexist

Use of Language ^[2][4]

When constructing examples and theories, remember to include those human activities, interests, and points of view which traditionally have been associated with females.

Eliminate the generic use of 'he' by:

- Using plural nouns.
- Deleting 'he', 'his', and 'him' altogether.
- Substituting articles ('the', 'a', 'an') for 'his'; and 'who' for 'he'.
- Substituting 'one', 'we', or 'you'.
- Minimizing use of indefinite pronouns (e.g., 'everybody', 'someone').
- Using the passive voice (use sparingly).
- Substituting nouns for pronouns (use sparingly).

Eliminate the generic use of 'man':

- For 'man', substitute 'person'/'people,' 'individual(s)', 'human being(s)'.
- For 'mankind', substitute 'humankind', 'humanity', 'the human race'.
- For 'manhood', substitute 'adulthood', 'maturity'.
- Delete unnecessary references to generic 'man'.

Eliminate sexism when addressing a person formally by:

- Using 'Ms.' instead of 'Miss' or 'Mrs.', even when a woman's marital status is known.
- Using a married woman's first name instead of her husband's (e.g., "Ms. Annabelle Lee" not "Mrs. Herman Lee").
- Using the corresponding title for females ('Ms.', 'Dr.', 'Prof.') whenever a title is appropriate for males.
- Using 'Dear Colleague' or 'Editor' or 'Professor', etc., in letters to unknown persons (instead of 'Dear Sir', 'Gentlemen').

Eliminate sexual stereotyping of roles by:

- Using the *same* term (which avoids the generic 'man') for both females and males (e.g., 'department chair' or 'chairperson') or by using the corresponding verb (e.g., 'to chair').
- Not calling attention to irrelevancies (e.g., 'lady lawyer,' 'male nurse').

Importance of Documentation

Academic writing is like engaging in a conversation with other writers. It is therefore important that you identify who is part of the conversation and what contributions they made. Therefore you need to give some thought to:

Academic Honesty in Writing:

1. Why is it important to be diligent about documentation?

- As a student you are training to be a professional in your field – therefore it is important that you train yourself in professional conduct as well. In the case of writing in the discipline of Political Science, this translates into being very diligent in documenting your sources.
- By identifying your sources (every time you use them!) you clarify who are the participants in the conversation in which you are partaking and what their contributions to the discussion are.
- Readers need to be able to retrace the steps of your writing process and to verify your sources and the contents.

2. What constitutes academic dishonesty?

“Academic dishonesty is defined as: an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. ...” (<http://osu.orst.edu/admin/stucon/achon.htm>, p.1)

In order to know what you should avoid, you ought to familiarize yourself with the different forms of academic dishonesty and the consequences that you can expect if you engage in this behavior.

Please review carefully the webpage cited above.

For writers the most common form of academic dishonesty is plagiarism.

Plagiarism is defined as “representing the words or ideas of another person as one’s own OR presenting someone else’s words, ideas, artistry or data as one’s own. This includes copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project, then submitting it as one’s own.” (ibid., p. 2)

Plagiarism is committed when a writer uses another author's words or ideas without crediting the source. Keep in mind therefore that you need to reference it any time you quote directly from another text and when you paraphrase another author's ideas. Basic information that is generally available does not need to be referenced, but an author's interpretation of some general information will need to be credited.

In order to learn about acceptable versus unacceptable ways of using somebody else's work please review: <http://osu.orst.edu/admin/stucon/plag.htm>

3. Why do students plagiarize?

Students tend to plagiarize because they:

- Didn't leave enough time to write (i.e. did not go through the writing process for) their assignment – the night before the assignment is due they then throw wildly different sources together thinking it will amount to a paper.
- Don't trust their own thinking (“I have nothing to contribute to this topic”).
- Want to “sound good” in their paper but don't want to put the time in to polish it.
- Didn't engage actively with the material; therefore go for a “good sound” over substance.

4. How to avoid plagiarism – Solutions:

- Take pride in your work - take a professional attitude, even as a student (right now your profession is to be a student).
- Leave yourself enough time to develop your writing assignment (if you are always overwhelmed with too much work it might be time to reevaluate your overall course- and workload).
- You don't have to reinvent the wheel or demonstrate absolute brilliance – you only need to have a grasp of the subject matter and practice thinking in a disciplined manner. Therefore, trust your own thinking!
- Go for substance in your papers, not for convoluted verbosity.
- Integrate your writing process into your general conduct as a participant in a class:
 - a. Show up to class - take effective notes.
 - b. Read assigned readings - take useful notes.
 - c. Participate in class discussions.
 - d. Discuss the subject matter with friends - engage your mind.

When you follow this advice, your writing assignment is just a continuation of your learning process.

Conventions for Documentation:

There are different styles available for use in your writing. It is important that you stay consistent within each assignment. You will need to clarify with your instructor what style she expects as documentation.

Commonly used styles are:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 2nd ed., New York: Modern Language Association of America, 1984.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 6th ed., rev. by John Grossman and Alice Bennett, Chicago: University of Chicago Press, 1996.

University of Chicago Press. The Chicago Manual of Style. 14th ed., Chicago: University of Chicago Press, 1993.

Citations from the Internet

The traditional style manuals do not yet address how to cite sources from the internet. In the following pages you will be provided with a citation guide for internet sources.

CITATION GUIDE FOR INTERNET SOURCES IN HISTORY AND THE HUMANITIES

by
Melvin E. Page
<pagem@etsuarts.east-tenn-st.edu>
for
H-Africa <h-africa@msu.edu>
and
History Department, East Tennessee State University

Bibliographic Citations

Basic Citation Components and Punctuation:

Author's Last Name, First Name. [author's internet address, if available]. "Title of Work" or "title line of message." In "Title of Complete Work" or title of list/site as appropriate. [internet address]. Date, if available.

The samples below indicate how citations of particular electronic sources might be made.

Listserv Messages: Walsh, Gretchen. [gwalsh@acs.bu.edu]. "REPLY: Using African newspapers in teaching." In H-AFRICA. [h-africa@msu.edu]. 18 October 1995.

World Wide Web: Limb, Peter. "Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa." [http://neal.ctstateu.edu/history/world_history/archives/limb-1.html]. May 1992

FTP Site: Heinrich, Gregor. [100303.100@compuserve.com]. "Where There Is Beauty, There is Hope: Sao Tome e Principe." [ftp.cs.ubc.ca/pub/local/FAQ/african/gen/saoep.txt]. July 1994.

Gopher Site: “Democratic Party Platform, 1860.” [wiretap.spies.com Wiretap Online Library/civic & Historical/Political Platforms of the U.S.]. 18 June 1860.

Kirshenblatt-Gimblett, Barbara. “Making Difference.” [gopher.uic.edu The Researcher/history/H-Net/H-Amstdy (American Studies)/Essays & Discussions About American Studies]. 20 July 1995.

Usenet Group Messages: Dell, Thomas. [dell@wiretap.spies.com]. “[EDTECH] EMG: Sacred Texts (Networked Electronic Versions).” In [alt.etext]. 4 February 1993.

Legg, Sonya. [legg@harquebus.cgd.ucar.edu]. “African history book list.” In [soc.culture.african]. 5 September 1994.

E-mail Messages: Page, Mel. [pagem@etsuarts.east-tenn-st.edu]. “African dance...and Malawi.” Private e-mail message to Masankho Banda, [mbanda@igc.apc.org]. 28 November 1994.

Footnote and Endnote Citations

Basic Citation Components and Punctuation:

<note number> Author’s First name and Last name, [author’s internet address, if available], “Title of Work” or “title line of message,” in “Title of Compete Work” or title of list/site as appropriate, [internet address], date if available.

The examples below indicate how citations of particular electronic sources might be made.

Listserv Messages: <1> Gretchen Walsh, [gwalsh@acs.bu.edu], “REPLY: Using African newspapers in teaching,” in H-AFRICA, [h-africa@msu.edu], 18 October 1995.

World Wide Web: <2> Peter Limb, “Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa,” [http://neal.ctstateu.edu/history/world_history/archives/limb-1.html], May 1992.

FTP Site: <3> Gregor Heinrich, [100303.100@compuserve.com]. “Where There Is Beauty, There is Hope: Sau Tome e Principe,” [ftp.cs.ubc.ca/pub/local/FAQ/african/gen/saoep.txt], July 1994.

<4> Sonya Legg, [legg@harquebus.cgd.ucar.edu], “African history book list,” in [soc.culture.african], 5 September 1994.

Gopher Site: <5> “Democratic Party Platform, 1860,” [wiretap.spies.com Wiretap Online Library/civic & Historical/Political Platforms of the U.S.], 18 June 1860.

<6> Barbara Kirshenblatt-Gimblett, “Making Difference,” [gopher.uic.edu The Researcher/history/H-Net/H-Amstdy (American Studies)/Essays & Discussions About American Studies], 20 July 1995.

Usenet Group Messages: <7> Thomas Dell, [dell@wiretap.spies.com], “[EDTECH] EMG: Sacred Texts (Networked Electronic Versions),” in [alt.etext], 4 February 1993.

E-mail Messages: <8> Mel Page, [pagem@etsuarts.east-tenn-st.edu], “African dance...and Malawi,” private e-mail message to Masankho Banda, [mbanda@igc.apc.org], 28 November 1994.

Doing Research on the Web

Here are a few words of caution:

- When doing research on the web you need to discern the validity, authenticity, and reliability of your sources as much (if not more!) as when researching published materials.
- Do not believe something to be valid because it is on the web! You need to ask yourself questions: Who is the source? How reliable a source is it? (e.g., government authorities' homepages or texts in an online newspaper, online scientific journal, etc., versus a homepage by a private individual). What's the intention/interest/possible bias?
- In the web it becomes sometimes increasingly difficult to find out who the original author of a piece of information or a text is. Many pages are mirrored on different servers, many texts are woven into homepages or other texts without providing information on the primary source. In these cases giving a URL might not be sufficient. Some information on the reliability and reputation of the source might be needed, unless you are using, for example, a government homepage.
- There are numerous websites by individual organizations which utilize webpages by governmental agencies, but change part of the information to suit their political agenda.

Example:

You are doing research on unemployment in Germany and browse with a search engine for “strategies against unemployment.” You might get to a website that is more or less looking like the official webpage by the Department of Labor providing unemployment statistics. If you scroll down the document you might find the slogan: “Jobs for Germans First!.” If you follow all the links you might find yourself on the webpage of the NPD, a right wing nationalist group.

Be diligent and when in doubt check with your instructor.

Useful Internet Sites

Useful Sites for Websearch:

Yahoo	http://www.yahoo.com
Inference	http://www.infind.com
Altavista	http://www.altavista.com

Libraries:

OSU Libraries	http://www.orst.edu/mc/libcom/libcom.htm
Library WWW Servers	http://sunsite.Berkeley.EDU/Libweb/

US Politics:

Project Vote Smart	http://www.vote-smart.org
The White House	http://www.whitehouse.gov
Congress	http://www.Congress.gov
The House of Representatives	http://www.house.gov
The Senate	http://www.senate.gov
US State Department	http://www.state.gov/index.html
CIA via Yahoo	http://www.yahoo.com/Regional/CIA_World_Factbook/

Asian Politics:

Libraries in China	http://www.online.anu.edu.au/Asia/Chi/ChiLib.html
South China Morning Post	http://www.semp.com/news/index.idc
Asian Doc Electronic Newsletter	http://asiandoc.lib.ohio-state.edu/v1in1/
East Asian Language and Thought	http://www.acmuller.gol.com/index.html
China's Environment	http://environment.harvard.edu
ChinaLaw Web	http://www.qis.net/chinalaw/
Network Pacific Asia	http://law.rikkyo.ac.jp/npa/indx.htm
Paths to other sites	http://www.agora.stm.it/politic/china.htm

British Politics:

Labour Party	http://www.labour.org.uk/core.html
British Publications	http://www.FT.com
British Political Science Association	http://www.lgu.ac.uk/psa/psa.html

Russian and East European Politics:

Russian and East European Misc. Russia Information	http://www.pitt.edu/~cjp/rspubl.html http://www.seanet.com/RussianPage/ Russian Sites.html
RIA - Novosti	http://www.russia.net
Russia News from English papers	http://www.nd.edu:80/~astrouni/zhiwriter
Russia News papers	http://www.russianstory.com
Johnson's Russia List	http://www.edi.org/ mailing/russia

Other Topics and Useful Links:

Links to law and trade	http://202.96.21/241/onnete.htm
Security, Environment, Sustainability	http://www.nautilus.org
History Departments Directory	http://chnm.gmu.edu/history/depts/
Country Studies and Area Handbooks	http://www.yahoo.com/Regional
Links to Countries and Cities	http://www.city.net/countries/
Gateway to Media News	http://www.dds.nl/~kidon/ papers.html
Bucknell University	http://www.bucknell.edu/ departments/russian/sites.html
University of Washington	http://weber.u.washington.edu/ ~reecaf
University of Michigan	http://www.umich.edu/~linet/crees

Useful Resources on Writing

OSU Writing Center:

OSU students have a unique resource right here on campus: the Writing Center in 123 Waldo.

Writing assistants are available to all student writers to help them with their writing. You can get help with brainstorming, organizing, and revising. If you have problems with grammar and language usage, writing assistants can help you find answers. They won't proofread or correct for you, but the Writing Center has audio tapes available for self-study on grammar, spelling, and usage.

Keep in mind: *Good writers use the Writing Center!*

Books:

Adler, Mortimer J. and Charles Van Doren. How to Read a Book. Rev. ed., Simon & Schuster, 1967. (Everybody who reads will benefit from reading this book.)

Biddle, Arthur W. and Kenneth M. Holland. Writer's Guide - Political Science. D.C. Heath and Company, 1987. (Contains more types of assignments, good discussion of reading and writing.)

Cuba, Lee. A Short Guide to Writing About Social Science. 2nd ed., Harper Collins, 1993. (Contains extensive discussion on library research.)

Elbow, Peter. Writing with Power - Techniques for Mastering the Writing Process. Oxford University Press, 1981.

Hacker, Diana. A Writer's Reference. 3rd ed., Bedford Books of St. Martin's Press, 1995. (A useful resource for all aspects of writing; organized in a very accessible format.)

Strunk, William Jr. and E. B. White. The Elements of Style. Macmillan, New York, newest ed. (It's a classic.)

Websites:

Donna Shaw's great Business Writing web site: <http://oregonstate.edu/dept/eli/buswrite/home.html>.

[1]^[3] Taken from Foster, James C., Review of: Neubauer, David W., Judicial Process: Law, Courts, & Politics in the United States, Pacific Grove, CA: Brooks/Cole, 1991. In: THE LAW AND POLITICS

BOOK REVIEW, an electronic periodical published by The Law and Courts Section, APSA, Vol. 5, No. 3 (March, 1995), pp. 79-80.

^[2]^[4] Department of Philosophy, Oregon State University, Writing Philosophy Papers, p. 18.