

*Princeton School of Public  
and International Affairs*

*Guide to Junior  
(Class of 2022)*

*Independent  
Work*

*2020-2021*

*August 2020*

## Table of Contents

### Junior Independent Work

<b>Work Deadlines</b>	<b>4</b>
<b>Goals</b>	<b>5</b>
<b>Elements of a Public Policy Paper</b>	<b>5</b>
<b>Briefing Memo</b>	<b>6</b>
<b>JP GRADING STANDARDS</b>	<b>7</b>
<b>Extensions and Late Penalties for Junior Independent Work</b>	<b>8</b>
<b>Manuscript Instructions</b>	<b>8</b>
<b>Title Page Format</b>	<b>9</b>

### Part II - Witting and Research Assistance

<b>WWS Writing Adviser</b>	<b>11</b>
<b>Principles of Ethical Interviewing</b>	<b>11</b>
<b>Citations and Bibliography</b>	<b>12</b>
<b>Library Research Tips</b>	<b>13</b>
<b>Librarians at the Stokes Library</b>	<b>13</b>
<b>Firestone Librarians</b>	<b>13</b>
<b>Data and Statistical Services</b>	<b>14</b>
<b>Citation/Bibliography Management Software</b>	<b>15</b>
<b>Citation Manuals</b>	<b>15</b>

# **Part I**

## ***Junior Independent Work***

## **Junior Independent Work Deadlines**

### **FALL 2020**

- **JUNIOR PAPERS IN TASK FORCES  
SUBMITTED TO THE DIRECTORS AND SEMINAR LEADERS BY** **DECEMBER 8, 2020**
  
- BRIEFING MEMOS IN TASK FORCES  
SUBMITTED TO THE DIRECTORS** **DECEMBER 8, 2020**
  
- JUNIOR PAPERS IN RESEARCH SEMINARS** **JANUARY 15, 2021**

### **SPRING 2021**

- **JUNIOR PAPERS IN TASK FORCES AND  
RESEARCH SEMINARS SUBMITTED TO THE  
DIRECTORS AND SEMINAR LEADERS** **MAY 3, 2021**
  
- Extensions past the deadline may only be granted  
by the Dean of the student's residential college**
  
- **BRIEFING MEMOS IN TASK FORCES  
SUBMITTED TO THE DIRECTORS** **MAY 3, 2021**

## Goals

Junior Independent Work in the Princeton School of Public and International Affairs is designed to teach students:

- to think analytically about a public policy problem;
- to critically review evidence about a public policy problem and its potential solutions;
- to present evidence in a clear, logical and well-organized manner;
- to evaluate solutions that have been tried or proposed to deal with a public policy problem;
- to clearly and concisely summarize the evidence and the alternatives, and to make recommendations on how best to address a public policy problem.

## Elements of a Public Policy Paper

Junior papers should be double-spaced and **must not exceed 24 pages** (or fewer as required by the Director), including appendices and footnotes. (This limit does not include pages for the title, table of contents (if any), briefing memo, and bibliography.) Students writing JPs in research seminars will not write a briefing memo.

- A public policy paper is analytical, not descriptive. The paper should specify a clear research hypothesis, justify its significance in scholarly literature and relevance to public policy, compare alternative hypotheses, assess evidence in support of a conclusion, and provide specific public policy recommendations.
- Define the question you are examining.
  - What is the evidence of the problem/issue?
  - Why is it significant?
  - How does your question relate to existing theories?
- Include only as much background or descriptive material as is necessary for the reader to follow your paper. You are not writing a history paper or an article for an encyclopedia. If a fact or observation does not advance the flow of the paper, leave it out. (The test is whether it would matter if the reader skipped the information.)
- Develop a clear argument that specifies how a particular public policy input or underlying condition affects your outcome of interest. Note that your argument

should not represent a normative prescription but rather an effort to explain the underlying process that generates patterns of behavior that we observe.

- Analyze empirical evidence to assess your argument relative to alternative explanations or “null hypothesis” that there is no pattern. The paper should include full citation of sources and description of methodology.
- Are there models for possible solutions to be found in the experience of other jurisdictions (cities, states, countries) or in the proposals of researchers? What are the pros and cons of these models?
- When making a recommendation, explain why you chose the approach. Is it clear how it can be implemented, how it will help resolve the problem, and what the drawbacks or criticisms might be?
- Beyond all else, think logically and write clearly and succinctly.

## **Briefing Memo**

If you are in a task force you will also be required to provide a briefing memo for your paper. (Students in a research seminar will be required to complete various other projects.) A briefing memo provides a summary of the major points of your paper, and is generally one to two pages (single-spaced). Its purpose is to provide a busy policymaker with a succinct overview of the essential elements of the full report: i.e., the nature of the problem/issue, and your findings and recommendations. It may also summarize any relevant public policy and/or political issues that should be considered when evaluating or implementing the recommendations.

The memo should be written in simple, clear and direct language.

The layout of the memo should be straightforward, unified, and without footnotes or other scholarly conventions. To enhance readability, you may use section headings, indentations, bullets or numbering – but not to excess.

The content and organization of a briefing memo can take many forms, depending on the issue and the purpose of the analysis. One typical memo might include the following information -- whether in distinct sections or incorporated in a more general discussion:

- A statement of the issue/problem
- A summary of the findings of your analysis
- Recommendations or options for action
- Supporting arguments for the recommendations

- Policy and political issues to be considered in evaluating or implementing the recommendations
- Expected outcomes/consequences if the recommendations are adopted.

## **JP GRADING STANDARDS**

- A        The paper is an outstanding work that has all of the following qualities:
- --is well-organized and exceptionally well-written
  - --presents a clear articulation of the issue and its significance
  - --demonstrates excellent research skills
  - --makes a logical and thorough presentation of evidence and analysis
  - --has conclusions that flow logically from analysis
- A-        The paper is well-conceived and constructed, but does not evidence all of the qualities of an A effort.
- B+        The paper is informative and generally well-written, but lacks some elements of rigorous research, analysis, organization, or thoughtful conclusion.
- B to B-        The paper is competent, but lacks one or more major qualities such as a clear articulation of the issue, a thorough research effort, a persuasive analysis or a fluid writing style.
- C+ to C-        The paper demonstrates substantial flaws in logic, research, writing or understanding of the issue.
- D        The paper demonstrates a significant lack of effort or has substantial defects in quality and clarity.
- F        The paper demonstrates a complete lack of effort and no redeeming qualities.

**Note:** *The A+ grade is reserved for work of truly unusual quality. It requires a special, additional letter from the faculty member to the university's Committee on Examinations*

*and Standards explaining how the student's work exceeds the high standards established for an A.*

*An A+ grade is counted in the University's GPA calculations and the Princeton School of Public and International Affairs' honors calculations as if it were an A.*

## **Extensions and Late Penalties for Junior Independent Work**

Students who do not hand in their individual research papers on the due date may receive a grade of **F** for the paper unless they have requested an extension in advance and received approval for it from the **dean of the student's residential college**. Extensions may or may not be subject to late penalties.

One-third of a grade will be deducted from the final grade in a task force or the JP grade in a research seminar for each four days (or fraction of four days) that a JP is late. For example, the first four-day period, would result in one-third of a grade penalty (the reduction of an A to an A-, etc.) The second four-day period, would cost one-third of a grade (e.g., A is reduced to B+, etc.) The grade would continue to be reduced by one-third for each additional four-day period or fraction of four days (including weekends) that the JP is late.

## **Manuscript Instructions**

Use a 1.25-inch margin all around.

Double-space all text (except long quotations, footnotes and bibliography).

Use a 12-point size type and a readable font. Avoid the use of multiple fonts and type sizes (other than footnotes, tables, and charts which may be in a smaller font).

Indent paragraphs.

Number your pages.



## **Title Page Format**

<p>Task Force/Research Seminar Number and Title</p> <p>Director's Name</p> <p><b>Title of Paper</b></p> <p>Student Name</p> <p>Date</p> <p>Student Honor Code Pledge:</p>
---

### ***Note:***

A copy of your paper will be sent to the Mudd Library Archives and will be available for public review. A copy will also be available for a limited period in the Undergraduate Program Office for review, but not photocopying, by students and visitors.

## **Part II**

### ***Writing & Research Assistance; Interviewing & Formatting Guidelines***

## Writing Adviser

In addition to your consultations with your thesis adviser, we strongly recommended that you meet regularly with the Princeton School of Public and International Affairs Writing Adviser, [Steve Frakt](#), for assistance in conceptualizing and organizing your thesis, developing your arguments, and reviewing your writing. He can best help you if you meet with him early in (as well as throughout) the process. You may schedule meetings on the sign-up sheets at his office (room 2-S-6 Green Hall) or via e-mail [sfrakt@princeton.edu](mailto:sfrakt@princeton.edu).

## Principles of Ethical Interviewing

Princeton University has a legal responsibility to protect all human subjects in research done under University auspices, including that done by students for their independent work. In the context of the kind of research most often done by Princeton School of Public and International Affairs students, that means protection of the rights of respondents or informants interviewed in the course of research.

Your research plans may need the approval of the University's Institutional Review Board (IRB) when the research engages in a systematic study to produce generalizable results from a representative sample of a given population. Generally, IRB review is not necessary for research that involves interviews with a small number of individuals (e.g., the kinds of interviews typically done by a news reporter); although in all cases the guidelines below should be followed for ethical interviewing practice. In addition, there are other types of research activities that are exempt from review by the IRB. You should discuss with your adviser whether your research plan needs to be submitted to the IRB. When IRB approval is needed, students can consult directly with the IRB office ([Paul Hryvniak](#), 258-1194, 87 Prospect St) or with the Survey Research Center ([Edward Freeland](#), 258-5660, 169 Nassau St).

The criteria for IRB approval of research is below:

1. Risks to subjects are minimized by using procedures that are consistent with sound research design and do not unnecessarily expose subjects to risks, and whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes;
2. Risks to subjects are reasonable in relation to anticipated benefits, if any, to the subjects and the importance of the knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB will consider only those risks and benefits that may result from the research;
3. Selection of subjects is equitable; in making this assessment the IRB will take into account the purposes of the research and the setting in which the research will be conducted and will be particularly cognizant of the special problems of research involving vulnerable populations;

4. In most cases, informed consent must be obtained from each subject or the subject's legally authorized representative; when appropriate, informed consent will be documented in accordance with IRB guidelines;
5. The research plan makes adequate provision for monitoring the data collected to ensure subject safety;
6. There are adequate provisions to protect the privacy of the subjects and confidentiality of data;
7. When some of all of the subjects are likely to be vulnerable to coercion or undue influence, additional safeguards are included to protect the rights and welfare of these subjects.

### **Citations and Bibliography**

You must cite your source of any fact or statistic not commonly known as well as the source of any quote, paraphrase or summary of the work, opinions or interpretations of an individual, publication or web site. The Princeton School of Public and International Affairs does not prescribe any particular citation style. You may follow the guidelines of any generally accepted system of citation as listed below. You should consult with your adviser before making your choice.

Footnote citations must appear on the same page and not at the end.

The bibliography should appear at the end of the thesis. It is NOT necessary to group sources by type of material in your bibliography (i.e. books, newspapers, interviews grouped together). In fact, this makes it more difficult for the reader to trace your sources.

## **Library Research Tips (as of August 2020)**

Start your research early! Talk to your adviser and to librarians about your research!

We encourage you to email Stokes/SPI librarians for a research consultation. The library is located on the lower level of Wallace Hall, and the librarians are available remotely via Zoom.

This section covers library services (librarians and accessing materials), help obtaining data and analyzing it, citing your work, and links to a [Research Guide](#) which will be updated as library services change this year.

### **Librarians at the Stokes Library (lower level, Wallace Hall or ZOOM)**

[Elana Broch](#): Public Policy Librarian (education, census, demography, immigration, research methods)

[Joann Donatiello](#): Population Research (health policy, census, immigration and demography)

[Seth Porter](#): Head, Donald E. Stokes Library

[Schwartz-Soicher, Ofira](#): Social Sciences Data and Sociology Librarian

### **Firestone Librarians (Subject Specialists)**

[Alain St. Pierre](#): African Studies, World History

[Steve Knowlton](#): African American Studies, American History

[Martin Heijdra](#): Head, East Asian Library

[Bobray Bordelon](#): Economics and Finance

[Fernando Acosta-Rodriguez](#): Latin American and Latino Studies

[David Hollander](#): Law & European Union

[Jeremy Darrington](#): Politics

[Thomas Keenan](#): Slavic, East European, and Eurasian Studies

Check out the [Princeton Research Guides](#) created by Library [subject specialists](#). For example, [Economics and Finance FAQs](#) or [Public Policy Guide from Stokes Library](#) at <https://libguides.princeton.edu/PublicPolicy> for information on

[Databases to help locate articles](#)

<https://libguides.princeton.edu/PublicPolicy/Databases>

[Selected NewsSources \(going beyond paywalls\)](#)

<https://libguides.princeton.edu/PublicPolicy/Newspapers>

[Data, Statistics, Graphs, and Maps](#)

<https://libguides.princeton.edu/PublicPolicy/Data>

[Citing your work and creating bibliographies](#) :

<https://libguides.princeton.edu/PublicPolicy/citations>

[Links for Undergraduates in the School of Public and International Affairs](#)

[https://libguides.princeton.edu/PublicPolicy/undergrad\\_links](https://libguides.princeton.edu/PublicPolicy/undergrad_links)

[Course-specific links for SPI FALL 2020 task forces](#)

and research seminars

[https://libguides.princeton.edu/PublicPolicy/F20\\_jrs\\_courses](https://libguides.princeton.edu/PublicPolicy/F20_jrs_courses)

## Data and Statistical Services

It is important that you conduct any data analysis yourself and fully understand the assumptions of the models and steps taken to complete the analysis. There are resources available to help you find data and to answer your questions about statistics and formal modeling.

- **Help finding data for your research**

1. Contact [Ofira Schwartz-Soicher](#), located in Stokes Library, for help finding data.
2. Check the data subject list on the [Data and Statistical Services \(DSS\) website](#)

- **Help with analyzing data**

1. Once you have your data, Firestone Data and Statistical Services' Analysts ([Oscar Torres-Reyna](#) and [Courtney Conrad](#)) can help you download and write code to analyze it.
2. Stokes Library has a Data Viz lab to support qualitative and quantitative data visualization. We provide workshops and access to statistical software
3. The [Digital Map and Geospatial Information Center](#) in the Lewis Library offers access to paper maps, geospatial data, digital maps and geographic information services. [Contact the GIS librarian, Wangyal Shawa](#) and check out the [Map Data Portal](#).

=====

## Access to materials

[Accessing electronic materials using the library from off-campus](#) using SRA or EZProxy.

If materials do not exist electronically, you can request items to be digitized by visiting our [catalog](#), searching the item for availability, then click on "Request Pick-up or Digitization" and follow instructions.

## Research Materials not available at Princeton University Library

Request books, videos, reports, etc.:

- Try [Borrow Direct](#) to request a book not owned by the Library or checked out to someone else. (BD is a group of Ivy and peer institutions' libraries that loan material to one another.) As of August 1, Borrow Direct is not operating. Check our [Research Guide](#) for updates.

Request Articles:

- [Request an article](#) not owned by the Library using [Article Express](#).

Recommendations for purchase, including data requests

- Contact a [Stokes librarian](#) who will consider purchase of materials based on subject and price.

## Citation/Bibliography Management Software

It is highly recommended that you use software to manage your citations and bibliography. Zotero, Mendeley, and Refworks are citation managers that help you to keep track of the sources you are using and format your references in a style that you choose.

Comparison information on these is available at <https://libguides.princeton.edu/bibman>. **For assistance or questions about citing sources contact the staff at the Stokes Library, (<http://stokeslib.princeton.edu/ask.php>).** The librarians at Stokes Library recommend Zotero ([www.zotero.org](http://www.zotero.org)). Detailed instructions for installing and running Zotero are available at <https://libguides.princeton.edu/c.php?g=1056834&p=7680173>

## Citation Manuals

You can review information on both online and print citation manuals at this link: <http://library.princeton.edu/help/citing-sources>

Several style manuals are available online:

The Chicago Manual of Style

<https://www.chicagomanualofstyle.org/book/ed17/frontmatter/toc.html>.

American Psychological Association Style (via Academic Writer)

<http://library.princeton.edu/resource/27650>

The Stokes Library in Wallace Hall has a current copy of the most popular Style Manuals on the Writing Shelf (see <http://bit.ly/2DS3oI9>).

- For legal citation, Stokes has The Bluebook 19th ed., 2010. (The more recent editions are available at Firestone.)