Princeton School of Public and International Affairs

Guide to Junior Independent Work

2023-2024

August 2023

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Junior Independent Work Deadlines

Important Notice: Extensions may be granted only by the student's residential college dean. Extensions must be requested and approved in advance of the JP deadline. Extensions may or may not be subject to late penalties.

FALL 2023

Task Force Junior Papers due to Instructors	**January 8, 2024**
Research Seminar Junior Papers due to Instructors	**January 16, 2024**

SPRING 2024

Junior papers Due to Instructors	**Tuesday, April 30, 2024**

Goals

The undergraduate major offered by Princeton's School of Public and International Affairs (SPIA) is a multidisciplinary liberal arts major designed for students who are interested in public service and becoming leaders in local, state, or national government, international organizations, non-profits, and non-governmental organizations. The curriculum is flexible and draws on theoretical foundations and analytical tools of multiple affiliated disciplinary departments to emphasize the myriad ways that public policy serves communities and their needs.

Students may take classes in and conduct independent research on a wide range of international and domestic topics, including democratic backsliding and human rights abuses in authoritarian regimes; access to health care and education in refugee communities and forced migration settlements; technology innovation in the Global South; poverty, policing, and mass incarceration in the United States; military and security policy, environmental policy, alongside dozens of other topics. Our faculty come from economics, politics, evolutionary biology, computer science, mechanical and aerospace engineering, psychology, history, and sociology. We also have many career public servants, or practitioners, who teach courses for us and advise senior theses. Their input is essential for exposure to real-world challenges and perspectives on policy needs and implications, and for making links between the academic literature and practical applications of public policy.

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

- to think analytically about a public policy issue
- to critically review existing policies and their impacts
- to present evidence in a clear, logical, and well-organized manner
- *(For Task Force JP only)* to propose new recommendations to existing public policy problems to appropriate stakeholders

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, <u>think logically and write clearly and succinctly.</u>

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
- (For Task Force JP only) clear and well-organized presentation of policy recommendations to stakeholders

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 an 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 SPIA's 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-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

Task Force/Research Seminar Number and Title Director's Name **Title of Paper** Student Name Date   Student Honor Code Pledge:

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.

Examples of past SPIA junior papers can be found in the Mudd Library Archives.

Writing & Research Assistance;

Interviewing & Formatting Guidelines

JP Advising

Your JP advisor, who is also your Task Force and Research Seminar instructors, will serve as your main sounding board and guide for each of your junior papers. You will select your Task Force and Research Seminar based on the topics that are available in a given semester. We encourage you to select a topic that is of interest to you and that you may continue to develop for your senior thesis.

The background material for the basis of your junior paper will be covered in class, but you are encouraged to utilize office hours and other resources available to you including your UPO academic advisors, the SPIA writing advisors, Stokes Librarians and even other faculty with whom you have taken classes. Reach out to the UPO for more information on these invaluable resources.

If you have trouble communicating with your JP advisor, please do not hesitate to reach out to the Undergraduate Program Office (UPO).

SPIA Writing Advisors

In addition to your consultations with your JP adviser, we strongly recommended that you meet regularly with a SPIA Writing Advisor for assistance in conceptualizing and organizing your JP, developing your arguments, and reviewing your writing. Your research seminar or task force director will provide the names and contact information of the current SPIA Writing Advisors. They can also be reached at spiawriting@princeton.edu.

Principles of Ethical Interviewing

Conducting Expert Interviews

Conducting research for a senior thesis at SPIA often involves talking with public officials and other experts who have in-depth knowledge about government policies or programs. Knowledgeable informants can provide unique insights that help you hone in quickly and efficiently on key underlying issues in your research. It is important for you as the student researcher to conduct these expert interviews in a responsible manner and in compliance with federal regulations and University policy.

As a policy researcher, you need to gather and report facts with integrity, accuracy, and fairness. One aspect of ethical research revolves around the use of sources and understanding when and how to name those sources and when it is appropriate to keep them confidential.

Firstly, naming sources is a fundamental practice in policy research, just as it is in good journalism: it adds credibility and transparency to your thesis. Generally, it is important to attribute information to its source whenever possible. By naming sources, you enable your readers to evaluate the reliability and credibility of the information presented. It also provides an opportunity for readers to conduct their own research or seek additional perspectives on a given topic.

However, there are circumstances where protecting the identity of sources becomes necessary. These situations typically arise when revealing a source's identity would put them at risk of harm, retribution, or jeopardize their livelihood. As part of your interview, you need to discuss with your expert informants whether and how they want to be named or described in your thesis. Confidentiality is often crucial for whistleblowers, individuals sharing sensitive information, or those involved in illegal activities who want to expose wrongdoing while safeguarding their own safety. Confidentiality is also important when conducting human subjects research, as explained below.

To decide whether to name or keep a source confidential, you must consider several factors:

- *Public interest*: Is the information provided by the source in the public interest? Will it contribute to a better understanding of important issues or expose significant wrongdoing?
- *Source reliability*: Is the source trustworthy and credible? Can you evaluate the veracity of the information and assess the source's track record and motivations?
- *Alternative means*: Can the information be verified or corroborated through other sources or evidence? You should make reasonable efforts to substantiate the claims made by their sources.

If you decide to keep a source confidential, you must take measures to protect that person's identity. You should employ encryption tools, communicate through secure channels, and store information securely to minimize the risk of inadvertent exposure.

The decision to protect sources should not be taken lightly. The researcher must balance the need for transparency and accountability with the potential consequences that exposing a source might have on their safety and the quality of their future reporting. Naming sources fosters transparency and accountability, while protecting sources' confidentiality can enable important revelations and safeguard individuals in vulnerable positions.

Human Subjects Research

There are many instances where conducting interviews or observing people for your thesis is regarded as *human subjects research.*

If the information you are gathering for your thesis qualifies as human subjects research, then you must obtain approval from the University's Institutional Review Board (IRB) before you conduct interviews or start collecting data. The IRB plays a crucial role in ensuring the ethical treatment of human participants in research studies. Its primary responsibility is to review and approve research proposals to protect the rights, welfare, and well-being of individuals involved in research conducted by faculty, staff, and students. As aspiring researchers, it's vital for you to understand when your work qualifies as human subjects research and when IRB oversight is necessary. Here are some key considerations:

- *Involvement of human participants*: Human subjects research typically involves individuals who are the focus of the study, whether through interviews, surveys, observations, or experiments. This includes collecting data from living individuals through various means.
- *Systematic collection of data*: If you are conducting research that systematically collects data from human participants, it is likely considered human subjects research. This applies whether the data are gathered through surveys, interviews, experiments, or even analyzing existing data that can be linked to specific individuals.
- *Identifiability of participants*: Research that involves identifiable information about individuals, such as names, addresses, social security numbers, or any other personally identifiable data, usually falls within the scope of human subjects research. Anonymized or de-identified data, where individuals cannot be identified, may not always require IRB review, but caution should be exercised to protect participants' privacy.

If your research is intentional and systematic, designed to contribute new knowledge, and involves human participants, you will likely require IRB review and approval. When the results of your research aim to be generalized or applied to a broader population beyond the immediate study participants, IRB approval is typically necessary. The intent to contribute to broader knowledge is a key factor in determining whether IRB review is required. By contrast, expert interviews that are not intended to represent the views or experiences of anyone beyond the person being interviewed are not likely to need IRB review. Thus, for example, an interview with a public official about immigration policy probably does not qualify as human subjects research, whereas interviews with recent immigrants about their experiences in moving to a new country almost certainly qualify as human subjects research and therefore need IRB approval. Information gained in the first example is not generalizable to some larger population of public officials, but information gleaned from interviews in the second example is intended to be representative of the experiences of a larger population of immigrants.

If you are uncertain about whether your interviews or data gathering activities qualify as human subjects research, please consult your faculty advisor **and** email a brief synopsis of your proposed research plan to irb@princeton.edu, cc'ing your advisor. The synopsis should mention that the research is for a senior thesis, and it should include (1) a one-sentence description of the purpose or goal of your research, (2) your proposed procedures, (3) a representative list of questions you intend to ask, and (4) your advisor's name and department. For example:

> *I am writing to request a human subjects determination for a proposed senior thesis project. My goal is to study policies regarding access to religious services for incarcerated individuals. I plan to discuss with corrections officials their policies on prisoner access to religious advisors; whether there are official chaplains associated with the prison (and details on the numbers and types); and the process for prisoners to request and access religious advisors. For those incarcerated, I intend to discuss if they knew of the policies for access to religious advisors; whether they had ever met with religious advisors; and their description of the process. In the thesis, corrections officials will be identified by name (for those who consent to be named) and inmates will be identified by pseudonym only. My advisor is Prof. Valerie Gutierrez in the Fine Arts Department.*

You must not conduct any interviews before you have (a) determined whether you need IRB approval for your research, and (b) received IRB approval in cases where it is required. If the IRB responds to your initial inquiry and determines that you do not need full IRB review and approval, you may move forward with your interviews. However, if the IRB determines that your research will need review and approval, you will need to provide a fuller description of your proposed thesis research as described on the IRB website. You can access the form you need to complete for review online.

It's important to note that seeking IRB approval is intended to ensure ethical conduct and protect the rights and well-being of human participants. IRB review helps to minimize potential risks, ensure informed consent, and maintain confidentiality and privacy. IRB approval protects human subjects as well as the investigator and the University. In addition, many scholarly journals require IRB approval for publication. As a rule, the IRB does not review or approve studies that have already been completed.

As a student researcher, you need to familiarize yourself with the IRB's guidelines and adhere to the principles of informed consent, voluntary participation, privacy, and confidentiality when working with human subjects. The IRB process not only safeguards participants but also enhances the validity and credibility of your research. Understanding when IRB approval is necessary and how to navigate the review process are essential parts of the research skills you will be encouraged to develop as a SPIA concentrator.

You can find additional information about the IRB review process here.

Avoiding Mistakes in the IRB Application Process

Students and their advisors sometimes make mistakes when going through the IRB review process. To get through the process quickly, it is best for you and your advisor to avoid making these common mistakes. Otherwise, the review and approval process could needlessly delay the start of your research.

(1) *Your advisor is not eligible to serve as a principal investigator (PI)*. Students are not eligible to submit applications for IRB review on their own. At Princeton, applications for IRB review can only be submitted by faculty or staff members who are eligible to be principal investigators. If your advisor is a visiting lecturer, he or she may not be eligible to serve as the PI for your application. The list of University faculty and staff who qualify as PI's can be found here. For this situation, you must find a faculty or staff member who is PI-eligible and willing to serve as a co-advisor for your research.

(2) *Your advisor is eligible to serve as PI, but has not gone through human subjects training.* If your advisor has not gone through training in basic human subjects protections, then he or she cannot serve as the PI for your IRB application. For this situation, your advisor must go through the online training and be certified or you must find a faculty or staff member who is PI-eligible and willing to serve as a co-advisor for your research.

(3) *Your application is missing information or documents.* At Princeton University, the IRB uses a paperless application system that you can access online. If the IRB requests that you complete the full application for a comprehensive review, then you must (a) answer all of the IRB's questions about your proposed research, and (b) upload any supporting documents you will use for your data collection, including your consent form, your questionnaire or list of interview topics, and any letters or email messages you will use to recruit subjects. If any of these supporting documents are missing or your answers to questions are inadequate, your application will be returned to you for corrections.

(4) *Your advisor does not sign the application*. After you complete a full IRB application, a request goes out automatically by email to your advisor. Your advisor must then log into the eRIA system, open the application and review it. At this point, the advisor can return the application to the student because it needs additional work, or they can sign the application electronically and forward it to the IRB for review. However, if the advisor does not respond to the request for review and signing, the application will not reach the IRB for review.

(5) *You do not respond to the IRB's request for additional information or documents.* If the IRB writes back to you and your advisor to say that you need additional information or modifications to your application, it is important to respond quickly. If you are unclear about what information is needed, you should consult with your advisor or ask the IRB directly (irb@princeton.edu). Be sure to flag IRB's email address to ensure the emails are not filtering to your SPAM folder as this will cause further delay.

IRB Review: Obtaining Consent

If you are applying for IRB review for your research project, one of your first tasks will be to decide how to obtain consent from the subjects you are working with. Documenting consent is important because it demonstrates you have explained the nature of your project to the people serving as respondents in a survey or allowing you to interview them or observe them. The subjects for your study should know they are participating voluntarily and that you as the researcher will respect their preferences for being named as an informant or for keeping their identity confidential. In some cases, you might use a paper consent form to document their preferences, but in cases where a paper form isn't practical or feasible, you can use a verbal script to inform your research subjects before you begin interviewing or observing them. The IRB offers a template for a paper consent form on its website. These are most appropriate when you are interviewing or observing people in person. If you are conducting a web-based survey or an online experiment, then a web-based version of the consent form is recommended. A third alternative is the verbal consent script, an example of which is shown below:

Sample Verbal Script for Obtaining Informed Consent

> Hello, my name is [your name]. I am a [junior/senior] at Princeton University in the School of Public and International Affairs. I am conducting research that will be used in my [junior paper/senior thesis].
>
> I am studying [description of the research]…
>
> [Example 1]
>
> …the budgetary process in the state of New Jersey. I would like to ask you a series of questions about your role in formulating the state budget and your broader understanding of how spending priorities are set.
>
> [Example 2]
>
> …policies related to affordable housing. I am very interested in your opinions and interpretations of how effective policies and programs in New Jersey have been in increasing the supply of affordable housing and reducing homelessness.

The information you share with me will be of great value in helping me to complete this research project.

This [interview, discussion, etc.] will take about [approximate amount] of your time.

[Insert one of the following depending on whether participant identifiers are collected]

[Example 1 – Named sources]

Please tell me how you would like to be identified in my [JP/thesis]: by name and title or as an anonymous source.

[Example 2 – Identifiers collected and kept confidential]

There is a small risk of a breach of confidentiality, but I will make every effort to keep your identity and what you tell me strictly confidential. I will not link your name to anything you say in the text of my [JP/thesis].

[Example 3 – Identifiers will not be collected]

There is no risk of a breach of confidentiality. I will not link your name to anything you say, either in the transcript of this [interview, discussion, etc.] or in the text of my [JP/thesis].

Participation is voluntary. If you decide not to participate, there will be no penalty or loss of benefits to which you are otherwise entitled. You can, of course, decline to [discuss any issue, answer any question, etc.] and you may stop participating at any time, without any penalty or loss of benefits to which you are otherwise entitled.

If you have any additional questions concerning this research or your participation in it, please feel free to contact me, my [JP/thesis] advisor or our university research office at any time.

(The respondent will be given an information card, when applicable, containing name, institutional affiliation, and contact information.) [See also sample text for card]

[Insert the following when audio or video recording the interaction:]
I would like to make an [audio/video] recording of our discussion, so that I can have an accurate record of the information that you provide to me. [I will transcribe the recording and will keep the transcripts confidential and securely in my possession.] [I will erase the recording after I transcribe it.]

Do you have any questions about this research? Do you agree to participate [Insert if applicable: ‘and may I record our discussion’]?

If so, let’s begin….”

As you and your advisor complete the online application for IRB review, you will be asked to upload (a) your version of the consent form (i.e., the version to be printed on paper, the online version, or the verbal script), along with (b) your questionnaire or topic guide, and (c) any materials (e.g., letter, email message, or advertisement) used to recruit participants for your study.

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 paper. 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 2023)

- Start your research early.
- Talk to your advisor and to librarians about your research.
- Use a system to manage your references (such as Zotero).

We encourage you to email the Stokes librarians for a research consultation (stokeslib@princeton.edu). The library is located on the lower level of Wallace Hall, and librarians are available to meet in person or 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.

Librarians at the Stokes Library (lower level, Wallace Hall or via Zoom)

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

Ameet Doshi: Head, Donald E. Stokes Library (domestic policy, education, research methods)

Ofira Schwartz-Soicher: 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 for information on resources for producing a well-researched paper and course-specific research guides for Policy task forces, research seminars, and the Methods Lab.

Data and Data Analysis Support

You may be planning to conduct quantitative analysis for your research project. Once you identified a research question, you should identify a dataset that would be appropriate to answer it. You should start by reading previous literature (articles, books, etc.) about the topic, as this will help you find datasets used by others to address similar research questions. Consulting Ofira Schwartz-Soicher, the Social Science Data and Sociology Librarian may be helpful and save you time.

- **How to find a dataset for your research**
  - If you are looking for a specific dataset or would like to browse datasets available by topic, check the Data and Statistical Services Data Catalog.
  - Please feel free to contact Ofira Schwartz-Soicher, Social Sciences Data and Sociology Librarian, she will gladly assist you finding data.

Once you have identified a dataset, you should download and prepare it (data cleaning and wrangling) for analysis, and finally analyze the data, interpret and present the results. The library offers a number of services to support you throughout this process.

- **Where to find data analysis support**
  - Stokes Viz Hub offers workshops focusing on data visualization, quantitative and qualitative data analysis and the digital research process. Data analysis consultations are offered as well. Our consultants are graduate students with research methods and programing expertise. They could advise you on choosing appropriate analytic method and implementing your analysis using R, Stata, Python. Qualitative research methods consultations are available as well.
  - Data and Statistical Services (DSS) provides expert advice to students, faculty, and staff on choosing and applying appropriate research methods for your research, the interpretation and presentation of results.
  - Maps and Geospatial Information Center provides access to paper maps, geospatial data, digital maps and geographic information systems (GIS) services. The center also provides research consultation and instruction to all levels of user experience in their facility or in your office or classroom.

Access to materials

Accessing the library's many databases and other digital resources from off-campus is easy. See your options for authentication here.

If materials do not exist electronically, you can also request items to be digitized by visiting the library's catalog, searching the item for availability, then clicking on "Request Pick-up or Digitization" and following the instructions.

We highly recommend familiarizing yourself with both the Stokes and Firestone print collections, as well as the many additional branch library collections available at Princeton.

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. (Borrow Direct is a group of Ivy and peer institutions' libraries that loan material to one another.)

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 communicate with you about the item you need.

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 Stokes Library (stokeslib@princeton.edu).** The librarians at Stokes Library recommend Zotero (www.zotero.org). Detailed instructions for installing and running Zotero are available at https://libguides.princeton.edu/Zoteroandwriting

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. For legal citation, Stokes has The Bluebook 21st ed., 2020.