

**U.C. BERKELEY, WASHINGTON CENTER
SPRING 2008
RESEARCH SEMINAR 196W
Friday, 10:00 a.m. –12:00 noon, Room 317**

Michael Goldstein
Director and Professor
202-974-6343
mgold@berkeley.edu
Office: Room #326
Office Hours: Friday, 2:30 P.M. – 4:30 P.M. or by appointment.

Lee Drutman
Graduate Fellow
510-725-9510
drutman@berkeley.edu
Office: Room #305E
Office Hours: Friday, 12:00 – 2:00 P.M. or by appointment.

COURSE DESCRIPTION

This course will guide you through the process of thinking systematically and writing a research-based paper that reflects this approach.

The course has several interacting although discrete components.

First, it will serve as a tutorial for the development of a research paper. In pursuit of this paper, it will also help students to maximize the research opportunities provide by their internship.

Second, it will introduce students to diverse kinds of data or evidence and the people in Washington who collect and interpret it.

Third, it will introduce students to two political topics as models of systematic investigation. These topics are measuring civic and political participation and the role of the media in presidential campaigns. In the process of pursuing these topics, we will read a few good books and collectively inform ourselves about issues of increasing concern both among scholars and citizens.

Fourth, it will provide students the opportunity to bolster skills necessary to present arguments effectively to others.

COURSE REQUIREMENTS

Students are required to complete a research paper of approximately 30 pages. The completed paper accounts for two-thirds of the grade for the semester.

Students are also required to attend all classes and sessions with guest speakers, complete required readings according to schedule, and participate fruitfully in class discussions. Students additionally are required to turn in a research statement, a literature review, make presentations of their research plan and complete a preliminary draft of a research paper. While there will be four sessions in which completed research papers are presented, students are required only to attend the entire session in which their own paper is presented. Some students, however, may be interested in attending other sessions to provide emotional support for a friend or to discuss a paper of particular interest. Finally, students are required to submit in a timely fashion two response papers. This second set of requirements is tantamount to a “participation” grade in the course and accounts for one-third of the grade for the semester

COURSE TEXTS

Wayne Booth, et al., The Craft of Research, 2nd Edition (University of Chicago Press, 2003)

Michael Nelson, The Elections of 2004 (Congressional Quarterly Press, 2005)

Michael Schudson, The Good Citizen (Harvard University Press, 1999)

For those who wish to purchase course texts, Booth and Schudson can be ordered with minimal effort and complications from online bookstores (e.g., Amazon.com and Barnes and Noble). Schudson is out of print so you should check both new and used books on these sites. Nelson can most easily be ordered directly from Congressional Quarterly Press online

(Cqpress.com). For those who do not wish to purchase course texts, the program has fifteen copies of each text. These will be distributed the first session of the course. There also may be additional background materials provided for particular class sessions and brief readings assigned as background for guest speakers. These are accessible on your laptop via the UC Washington Center homepage at www.ucdc.edu/ First, click on “class descriptions” and then “Winter 2008.” The “Berkeley Research Seminar” appears under the “Research” section of the Winter 2008 classes. Click on “Berkeley Research Seminar” and then on “class.” An alternative and easier means of access from the computers in the Center’s computer lab is simply to go to the course folder, VB196W, on the Center’s J drive to access these course materials.

COURSE SCHEDULE

WEEK 1

Friday, January 11

Class, 10:00 A.M.: Introduction to the Semester

Assignment: Sign both research seminar contracts on pages 14 and 15 of this syllabus and submit the instructor’s copy at the end of class

WEEK 2

Friday, January 18

Class, 10:00 A.M.: Thinking Systematically: Civic and Political Participation.

Speaker, 12:00 Noon: Alan Kraut, Professor, American University, “The Use of History in Policy Analysis: The Case of Immigration.”

Assignments: Schudson, 1-143.

In preparation for the speaker, see “Professor Alan Kraut – Home Page” and “Kraut Advises PBS’s History Detective” (both in the online course folder)

WEEK 3

Friday, January 25

Class, 10:00A.M.: Thinking Systematically: More on Civic and Political Participation.

Assignments: Schudson, 144-314; Robert Putnam, “Bowling Alone: America’s Declining Social Capital,” **Journal of Democracy** (July 1995) (in the online course folder).

For additional background, see also “‘Bowling Alone’: Interview with Robert Putnam about America’s Collapsing Civic Life.” American Association of Higher Education **Bulletin** (September 1995)” and Dietland Stolle and Marc Hooge: “Review Article: Inaccurate, Exceptional , One-Sided or Irrelevant? The Debate about the Alleged Decline of Social Capital and Civic Engagement in Western Societies,” **British Journal of Political Science** (2004) 149-167, and Michael Schudson, “Good Citizens and Bad History: Today’s Political Ideals in Historical Perspective,” paper presented at conference on “The Transformation of Civic Life,” Middle Tennessee University, November 12-13, 1999.”(all in the online course folder).

Response Paper 1: Michael Schudson describes four distinct styles or models of citizenship that have impacted historically how Americans participate in politics. In no more than two pages, describe briefly each of these models of citizenship and review what kinds of information or data would be necessary to investigate their continuing impact on citizen participation in the 2008 presidential selection process. Your essay should also identify one data base, article or book that would be a relevant source of information related to this inquiry. This response paper should be e-mailed to Goldstein and Drutman no later than **9:00 A.M. on Friday, January 25**. Your email document should be identified as **Response Paper 1_ YOUR LAST NAME**. Since class on January 25 involves material and discussion related to the assignment, late essays will not be accepted.

WEEK 4

Friday, February 1

Class, 10:00 A.M.: Thinking Systematically: The Role of the Media in Presidential Elections or How Do Citizens Know What They Know About Elections and Candidates?

Speaker, 12:00 Noon: Lee Drutman, Ph.D. Candidate, University of California, Berkeley, “What Lobbyists Do and Why They Do It”

Assignments: Nelson, Chapters 1-5; “You Tube – Social Media and the 2008 U.S. Presidential Election” and “Election 2006 Online” (both in the online course folder).

Response Paper 2: There is general consensus that the media “matters” in American electoral politics. In no more than two pages, review two assertions from the reading (Nelson, Chapters 1-5) about how the media impacts presidential campaigns and then identify what kinds of information or data would be necessary to investigate these assertions as they relate to the 2008 presidential campaign. Your essay should also identify one data base, article or book that would be a relevant source of information related to this inquiry. This response paper should be e-mailed to Goldstein and Drutman no later than **9:00 A.M. on Friday, February 1**. Your email document should be identified as **Response Paper 2_ YOUR LAST NAME**. Since class on February 1 involves material and discussion related to the assignment, late essays will not be accepted.

In preparation for the speaker, see “Despite a Flat Year for Lobbying, Business Booster’s Advocacy Soared in 2006,” The Center For Responsive Politics, March 15, 2007; Lee Drutman, “Beyond K Street,” TomPaine.com, January 18, 2006; Tom Hamburger and Janet Hook, “Lobbyists Find New Congress is Open for Business,” The Los Angeles Times, January 22, 2007; Toby Moffett, “A Week in the Life of a Washington Lobbyist,” The Los Angeles Times, April 8, 2007; and Susan Schmidt and James V. Grimaldi, “The Fast Rise and Steep Fall of Jack Abramoff,” The Washington Post, December 29, 2005; (all on the online course folder)

WEEK 5

Friday, February 8

Class, 10.00 A.M.: Thinking Systematically: More on the Media in Politics or Does the Medium Really Make a Difference?

Speaker, 2:00 P.M. Judy Schneider, Congressional Research Service, Room 209, Madison Building, The Library of Congress, “Understanding Congress: Policy, Politics, and Procedure”

Assignments: As background for the lecture and class discussion, see “Howard Dean’s Scream,” “Campaign 2004 Final,” **Media Monitor**, November/December 2004, and “Exit Polls – Decision 2004 –MSNBC.” (all in the online course folder)

In preparation for formally submitting a research statement on February 15, each student will meet with Dr. Goldstein and Lee Drutman. Students should bring three copies of a one page draft statement of their topic to the meeting which will serve as the starting point of the discussion. These meetings will be scheduled from Monday, February 11 through Thursday, February 14. These meetings will also be an opportunity to discuss the student’s internship and how it could better support the research paper assignment.

WEEK 6

Friday, February 15

Class, 10:00 A.M.: Foundations of Research. In class, we will discuss Booth in relation to the research paper statement and the overall research paper assignment. All students should be prepared to complete in class the basic explanation of their research inquiry outlined on page 52 of Booth: “I am studying . . . because I want to find out . . . in order to help my reader understand better. . .”

Speaker, 12:00 Noon: Jennifer Duffy, Editor, **The Cook Political Report**, “The ‘Science’ of Election Prediction”

Assignments: Booth, et al., 3-74.

Submit a one-page statement that identifies your research topic with the general questions to be answered. The purpose of this assignment is to

prompt you to begin thinking about the broad dimensions of your research topic. E-mail your research statement to both Goldstein and Drutman no later than **5:00 P.M. on Friday, February 15**. Your document should be identified as: **Research Statement _YOUR LAST NAME**.

In preparation for the speaker, see “Biography of Jennifer Duffy, Editor of the Cook Political Report” (in the online course folder)

WEEK 7

Friday, February 22

Class, 12:00 noon: Doing Research Effectively and Ethically: A Review of Research Paper Sources and a Discussion of Plagiarism

Assignments: Booth, et al., 90-181. See also pages 201-204 for a discussion of plagiarism. Also review the discussion of plagiarism on the University of California Berkeley website at:

<http://ls.berkeley.edu/FacultyHelpDesk/conduct/plagiarism.html>
<http://students.berkeley.edu/sas/conduct.shtml>

All students should also make an appointment to meet with Dr. Goldstein or Lee Drutman during week 7 or 8 to discuss their research topic.

WEEK 8

Friday, February 29

Class, 10:00 A.M. You Say There is No Literature Because You Are The Only Person Ever to Study This Topic!: A Discussion of the Literature Review As The Foundation of a Research Paper.

Speaker, 12:00 Noon: Susan Bales, President, Frameworks Institute, “Framing as a Tool to Understand Political Discourse”

Assignments: “Literature Reviews,” The Writing Center, University of North Carolina at Chapel Hill (in the online course folder)

Using criteria of evaluation for an effective literature review found in the above article, review **one** of the three student literature reviews (“Literature Reviews #1, #2, and #3”) found in the online course folder. Be prepared to share your evaluation in class.

In preparation for the speaker, see Chris Mooney, “Breaking the Frame,” **The American Prospect**, (April 1, 2003), Susan Bales and Franklin Gilliam, Jr., **Communications for Social Good** (The Foundation Center, April 2004) and “Frameworks Institute Contributors” (all in the online course folder).

WEEK 9

Friday, March 7

NO CLASS OR SPEAKERS

Assignment: Literature review due by **5:00 P.M.** on **Friday, March 7.** Email to Goldstein and Drutman. Your document should be identified as: **Literature Review_ YOUR LAST NAME.**

WEEK 10

Friday, March 15

SPRING BREAK: NO CLASS OR SPEAKERS

WEEK 11

Friday, March 21

Class, 10:00 A.M. to 12:30 P.M.: Presentation of Research Plans (Please note extended time. Students should plan to stay for all the presentations.)

Assignments: Booth et al, 185-288.

Each student must bring a 3-5 page double-spaced research plan to class for submission and make a five-minute presentation in class that summarizes it. The plan should reflect the following structure:

I. Basic Research Question

What is your research question? Be specific. Make sure that it is narrow enough to answer with the data you will collect.

II. Identification of the Relevant Literature

Why is your research important, and how is it motivated and informed by the existing literature on this topic? Start by describing previous research on your topic. Find books, articles from academic journals, articles from think tanks and trade magazines, and articles from newspapers and the popular press about your topic. As you describe the methods and results from existing research, explain why your research is necessary. Are you investigating a new question, filling in a gap in existing knowledge? Are you asking new questions about a familiar topic? Are you testing existing theories with new methods or new data?

III. Data: Research Design and Data Collection Strategy

What data do you need to answer your research question? Consider multiple sources and multiple research methods.

What specific people, organizations, documents, and data do you expect to use as sources? Be specific. If you plan to contact organizations for data or interviews, what information do you need to obtain from them? If you plan to analyze public opinion data, identify the specific data sets and the questions within them that you will use. If you plan to analyze newspaper coverage, describe your specific research design. If you plan to analyze the development of a policy issue, what materials will you use and how will you obtain them?

Make sure that you can answer your question using the data you identify. If you can't, rethink your question or your research strategy.

IV. Your Proposed Schedule

Identify what you need to do by the end of each week in order to complete your paper on schedule. When will you finish collecting the data? How long will it take to analyze it? How long will it take to write up the results?

The purpose of this assignment is to emphasize concise presentation of your research inquiry. If you can't present it succinctly, odds are that you don't know what it yet is.

WEEK 12

Friday, March 28

NO CLASS OR SPEAKERS

Assignment: All students meet with Goldstein and Drutman during the week to discuss their research plan.

WEEK 13

Friday, April 4

NO CLASS OR SPEAKERS

Assignment: First draft of research paper due Friday, April 4 by 5:00 p.m. Your document should be identified as **Research Paper Draft_ YOUR LAST NAME** and e-mailed to Goldstein and Drutman.

Each draft must minimally include an introduction that explains the significance of your research question, a short survey of the literature related to your topic, a section that reviews what type of study you have done as well as any special methods you have used to gather your information, and at least one-third of the main body or findings of your paper. Incomplete drafts must also include an annotated outline of sections not completed.

Drafts should be paginated.

WEEK 14

Friday, April 11

NO CLASS OR SPEAKERS

WEEK 15

Assignment: Each student must make a 15-20 minute presentation of their research paper on either Tuesday (6-9 P.M.), Wednesday (6-9 P.M.), Thursday (6-9 P.M.), or Friday (2-5 P.M.), April 15, 16, 17, and 18: Rooms TBA. Together with time for Q&A, the maximum time allotted to each speaker will be thirty minutes. Students will be assigned to presentation groups on the basis of their paper topics and elective course schedule. The purpose of this assignment is to test the basic organizational structure of the research paper via an oral presentation. In other words, does it flow and hold together?

Friday, April 18

Class, 10:00 A.M.: Is Your Systematic Investigation of Politics Really Complete?

WEEK 16

Assignment: Research Papers due on Wednesday, April 23, 5:00 P.M.

Papers should be in the range of 30 pages. Remember, you will be graded on the basis of its quality, not quantity, but it should be long enough to answer the specific question you pose. We strongly recommend that you organize your paper with headings and subheadings. All papers should be paginated. Your paper should reflect the following format (in order):

TITLE PAGE: Begin with a separate title page.

ABSTRACT: Summarize your paper in 100 to 250 words.

INTRODUCTION: Explain your research question and its significance.

LITERATURE REVIEW: Survey the relevant articles and books written on this topic and explain how your paper fits in, specifically what it contributes to this body of knowledge. Don't just summarize the other scholarly work. explain why your research is necessary. Do not confuse scholarly literature with data that comes from the newspaper! A summary of newspaper articles that you analyze as part of your research does not constitute a literature review.

RESEARCH DESIGN: Describe your research method, *i.e.*, “I collected (this type of) data by (explain).” If your research methods are quite involved, include additional information in the appendices.

YOUR ANALYSIS/FINDINGS/RESULTS: This constitutes the bulk of your paper. This section will probably be divided into several separate sections with their own subheadings.

CONCLUSION: Summarize your results. Then, depending on your topic, your conclusion may incorporate recommendations for future research, or you may make predictions **BASED ON YOUR RESEARCH**.

APPENDICES (IF NECESSARY): You may provide tables or further information about your research methods if necessary.

CITATIONS: You must cite your sources in the text (either using parenthetical references or footnotes) and at the end of your paper in a bibliography! You should provide information about the author or editor of the book, the title, and publishing information, and for articles, the title of the journal or magazine, volume and data, and page numbers. In terms of style, you may use either the MLA (Modern Language Association), APA (American Psychological Association), or Turabian. We have no preference, but choose one and be consistent! The following Berkeley library web site provides examples of each for books, journals, on-line sources, footnotes, and parenthetical references:

<http://www.lib.berkeley.edu/TeachingLib/Guides/Citations.html>

RESEARCH SEMINAR CONTRACT
Student's Copy

This syllabus contains both a structure of inquiry and a schedule for that inquiry. Given that students enrolled in the University of California, Berkeley Washington Program balance the demands of this research inquiry with those of an internship, an elective course, and a social life in a new and exciting city, it is important that this syllabus be read carefully.

Some of the requirements contained in this course of inquiry are obvious. Students are responsible for discrete and identifiable work products on particular dates. They are also required to attend class and all guest speakers. Students are additionally responsible for reviewing the requirements of their elective course and their internship with the goal of identifying early any scheduling conflicts or multiple due dates within a short period of time that may prevent timely completion of all required assignments. Students are additionally responsible for taking seriously this research inquiry from the very start of the Washington semester. Without this, students are likely to proceed through research course assignments in a pro forma fashion without using them appropriately as building blocks for a major piece of research.

For most students, this will be one of their most difficult tasks in college. It will also be one of their most rewarding.

I have read the preceding syllabus and statement and understand both the specific requirements of the research seminar and the related skills and approach that are necessary to produce a research paper.

Student

Date

RESEARCH SEMINAR CONTRACT
Instructor's Copy

This syllabus contains both a structure of inquiry and a schedule for that inquiry. Given that students enrolled in the University of California, Berkeley Washington Program balance the demands of this research inquiry with those of an internship, an elective course, and a social life in a new and exciting city, it is important that this syllabus be read carefully.

Some of the requirements contained in this course of inquiry are obvious. Students are responsible for discrete and identifiable work products on particular dates. They are also required to attend class and all guest speakers. Students are additionally responsible for reviewing the requirements of their elective course and their internship with the goal of identifying early any scheduling conflicts or multiple due dates within a short period of time that may prevent timely completion of all required assignments. Students are additionally responsible for taking seriously this research inquiry from the very start of the Washington semester. Without this, students are likely to proceed through research course assignments in a pro forma fashion without using them appropriately as building blocks for a major piece of research.

For most students, this will be one of their most difficult tasks in college. It will also be one of their most rewarding.

I have read the preceding syllabus and statement and understand both the specific requirements of the research seminar and the related skills and approach that are necessary to produce a research paper.

Student

Date