

POLS 4327 –INTERNATIONAL AND REGIONAL COURTS

ONLINE FALL 2020

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LAND ACKNOWLEDGMENT

I acknowledge, thank, and pay my respects to First Nations, past and present, upon whose ancestral lands we currently occupy. These Nations include the Tigua, Mescalero Apache, Chiricahua Apache, Suma, Manso, Piro, Tarahumara, Yaqui, Jumano, Comanche, Kiowa, Raramuri, Tohono O'odham, Yaqui, Kickapoo, Diné, Hopi, Zapotec, Mixtec, and Aztec-Nahua-Mexica. I acknowledge the rights and sovereignty of these Peoples, which persist despite colonial efforts to exterminate, assimilate, and dispossess. I also acknowledge all the Nations and Indigenous Peoples who were forced into the slave-trade complex throughout the El Paso and borderland areas. I stand in solidarity.

COURSE DESCRIPTION

This course provides an introduction to regional and international courts of the world. It will include the examination of institutional structure and process, judicial behavior, and their hierarchical interactions with states and their domestic institutions. It will include the study of legal systems, courts, judicial process, judicial behavior, the rule of law, and the role of courts across political spectrums and regimes. This class will be online using asynchronous and synchronous methods, including virtual synchronous office hours and class discussion, asynchronous learning modules and online assignments. This class prioritizes critical reflection, analytical thinking, application, and research while seeking to decolonize the learning environment and address inequities in student resources.

UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including (1) problem-solving and (2) critical thinking through class discussion, critical reflection essays, and short essays requiring analytical thinking to apply class themes within moral and political frameworks. This course enables and requires (3) research and scholarly activity through the generation of a research design, as well as (4) creativity in that assignments challenge students to think in innovative ways to produce original arguments, evaluate problems, and teach substantive material to their peers. Finally, (5) communication is emphasized through the completion of a variety of written assignments as well as class discussion so enable students to develop their voice and refine their effectiveness as writers.

LEARNING OUTCOMES

Over the course of the semester students will have:

- Become introduced to diverse perspectives of the rule of law
- Gained an understanding of a variety of areas of law and how courts operate within each jurisdiction
- An understanding of the key elements of judicial institutions and legal systems hierarchically as well as understand how institutions shape behavior of states, judges, the transnational legal community
- Developed their ability to comprehend and critically evaluate research and argumentation
- Developed the ability to apply research and theories to novel situations and current debates
- Developed analytical thinking and critical reflection
- Developed their writing voice and writing proficiency
- Created an original research design evaluating supranational law/courts

REQUIRED READINGS

- Articles are available on Blackboard and UTEP library online (Article and Databases tab)

RECOMMENDED RESOURCES

- The American Society of International Law:
<http://www.asil.org/resources/electronic-resource-guide-erg>,
<https://www.youtube.com/user/asil1906/videos?view=0&sort=dd&flow=grid>.
- Young, Harold A. 2020. *The Judicial Committee of the Privy Council and the Caribbean Court of Justice: Navigating Independence and Changing Political Environments*. Lexington Books.
- Engstrom, Par. 2019. *The Inter-American Human Rights System: Impact Beyond Compliance*. Palgrave MacMillan.
- Bosco, David. 2014. *Rough Justice: The International Criminal Court in a World of Power Politics*. Oxford University Press.
- Clarke, Kamarl Maxine. 2019. *Affective Justice: The International Criminal Court and the Pan-Africanist Pushback*. Duke University Press Books.
- Schulte, Constanze. 2005. *Compliance with Decisions of the International Court of Justice*. Oxford University Press.
- Sundstrom, Lisa McIntosh, Valerie Sperling, and Melike Sayoglu. 2019. *Courting Gender Justice: Russia, Turkey, and the European Court of Human Rights*. Oxford University Press.
- De Witte, Bruno, Elise Muir, and Mark Dawson. 2013. *Judicial Activism at the European Court of Justice*. Edward Elgar.
- Jalloh, Charles, Kamari, Clarke, and Vincent Nmehielle. 2019. *The African Court of Justice and Peoples' Rights in Context: Development and Challenges*. Cambridge University Press.

COURSE REQUIREMENTS AND GRADING

Evaluation in this course will be based on the following components:

Critical Reflections	20%
Short Papers	20%
Teaching Module	20%
Comprehension Questions	20%
Research Design	20%

The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

All assignments should be emailed to me at rareid@utep.edu.

Blackboard's Discussion Board is open for students to ask questions and engage with each other. Questions posted on the Discussion Board will get responses from the instructor and have the benefit that everyone has access to the answers. If you have a question, everyone has the same question and wants to know the answer. So while I welcome questions emailed directly to me, I encourage the use of the Discussion Board. Discussion Board also allows for interaction across students, which is encouraged as well—especially in these isolating times.

Comprehension Questions

Comprehension Questions are a short series of questions that evaluate student comprehension of class material. These assignments thus allow the instructor to evaluate and remedy any confusion in a timely manner. Students are evaluated by the completion of the assignment. These assignments are available at the end of the syllabus.

Critical Reflections

Critical Reflections are short written assignments that ask students to develop, communicate, and reflect upon their opinions. These ask normative, 'big' questions and then ask the student to critically evaluate their responses by identifying the assumptions used to generate that response, the appropriateness of these assumptions, and the implications of these assumptions. These assignments thus engage students in a process of identifying, questioning, and assessing their deeply-held values and assumptions and how they perceive events, issues, policies, and actions. As such, critical reflections are an extension of critical thinking. These assignments are evaluated based upon quality of student engagement (i.e. the level of self-analysis conducted by the students), not by the content of the answers. These assignments are available at the end of the syllabus.

Short Papers

Short Papers are 3-5 page essays in response to a specific prompt. These essays are an evaluative tool to gauge student understanding of concepts, their relationships, their application, and their implications. Students should include APSA style in-text citations as well as references (which do not count as part of the page limit). These assignments are available at the end of the syllabus, as is the APSA style guide.

Arguments should be clearly organized and fully developed. This means that students should ensure that each argument goes step-by-step to its conclusion. Opinions and arguments should be explained and justified using appropriate evidence and examples. Remember that nothing “speaks for itself”, so trace out the argument for readers.

Teaching Module

Students are required to develop a one teaching module for their classmates focusing on one international or regional court. The supranational court chosen must be confirmed by the instructor. Each student will teach about a different court, so the goal of the module is that other students gain an understanding of each court and the political context within which it functions. Each teaching module should discuss the role of the court, its intended functions, its internal processes and procedures, its relationship with domestic laws and courts, the impact or influence of the court, and current debates or limitations of the court. These themes should include assessments of judicial independence, judicial activism, accessibility, compliance, and other themes discussed in class.

Students are encouraged to be creative and innovative in how they wish to teach. Students are evaluated by the completion of the module and its appropriate treatment of the court. These teaching modules are not required to follow a set format. Modules can be in the form of pdf or document files, video presentations, Powerpoint, Prezi, storytelling, and other options (as well as in combination). References must be included at the end of the module so that students can access the same materials used in the module for further inquiry.

Themes

- 1) What is the role of the court? What was its intended role or function when created?
- 2) Who joined the court? Who did not join the court?
- 3) When was the court established and when did it become functional? What were the requirements to become functional? What treaty created the court?
- 4) Who has access to the court? What is its jurisdiction?
- 5) How are judges selected? What are the internal court processes for appointment and removal? Who is eligible to be a judge?
- 6) How does a case move through the court system? (Trace it from start to finish.) Is there a corresponding Commission? How does the court and Commission interact?
- 7) How does the court make decisions? Is the court activist or does it tend to defer?

- 8) Is there a monitoring mechanism? If so, what is it?
- 9) Is there an enforcement mechanism? If so, what is it? Has it been used? How frequently? Under what conditions? What limits its use?
- 10) How does the court interact with domestic governments, laws, and courts?
- 11) What is the impact or influence of the court?
- 12) Do states comply with the court?
- 13) What are the limitations of the court? What are current debates or controversies pertaining to the court? What is your analysis and opinion on these debates?

Due dates:

International Court of Justice Teaching Module due **Sept 27th**

European Court of Justice Teaching Module due **Oct 4th**

European Court of Human Rights Teaching Module due **Oct 11th**

Inter-American Court of Human Rights Teaching Module due **Oct 18th**

Caribbean Court of Justice Teaching Module due **Oct 25th**

International Criminal Court Teaching Module due **Nov 1st**

African Court of Justice and Peoples' Rights Teaching Module due **Nov 8th**

Arab Court of Human Rights Teaching Module due **Nov 15th**

Asian-Pacific Court of Human Rights Teaching Module due **Nov 29th**

Please note that these due dates are firm in that they are the class material for the whole class that following week. You may turn in your module early, and I am happy to provide feedback or revisions.

Research Design

Due on the last day of class (**December 3rd**), students must submit an 8-15 page research design on a supranational court of their choice. Students should have a research question explicitly identified, why this question is important, a developed theory, a proposal for data that would be used (either existing data or the process for data collection), and a tentative methodology to analyze the data. Students are not required to perform the analysis, and qualitative or quantitative methods are available. References and in-text citations (APSA style) must be included. References are not counted towards the page limitations. See end of syllabus for outline template and the APSA style guide. Students are not required to have expertise in methodology.

SPECIAL ACCOMODATIONS

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

ACADEMIC DISHONESTY

Absolutely no form of academic dishonesty will be tolerated. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

UNIVERSITY WRITING CENTER

The University Writing Center is a useful tool each of student should take advantage of in for all written/paper assignments. While not required, your paper will be improved following a consultation with the staff. The staff sees students through appointments or walk-ins, though appointments are preferred. For more information, go to: <http://uwc.utep.edu/index.php/hours-location>. For appropriate assignments, I offer up to 10 points extra credit if you consult the writing center. In order to be eligible for this credit, you must show evidence of your consultation and evidence of the revisions suggested and those you made. You must also provide a reflection as to what you learned from the experience (for instance, what types of errors do you systematically make and how can you correct them). Hence, credit will only be possible with adequate evidence and thoughtful reflection of the writing and revision process.

COUNSELING AND PSYCHOLOGICAL SERVICES

The center, located at 202 Union West, offers confidential counseling services in English or in Spanish. They also provide group and individual counseling for currently enrolled UTEP students. For more information, go to: <https://www.utep.edu/student-affairs/counsel/>.

ADELANTE CHILD DEVELOPMENT CENTER

Child care is available for children of all students of the University. The Adelante Child Development Center is located at 314 W. Schuster and is managed and operated by Adelante Childcare, Inc. Children aged three months to 12 years are accepted, depending on space availability (Hourly, daily and weekly care are available and the Center offers a Summer Camp for school-age children). Age-appropriate early childhood developmental programs are offered in the curriculum. The Adelante Child Development Center is licensed by the Texas Department of Protective and Regulatory Services. Financial assistance is available for qualifying parents through Child Care Services. For more information, please call: **915-532-1114** or contact: studentaffairs.utep.edu/childcare. If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

GENERAL EXPECTATIONS

I expect all students to behave professionally in this class. You will be held responsible for all material covered in the textbooks, articles, videos, and the class discussions. If you miss a class, you are still responsible for the content of that day's information. I will not tolerate disruptive behavior, including (but not limited to) inappropriate computer use, reading newspapers, talking during lectures, using cell phones or pagers, and disrespecting classmates or the instructor. Additionally, I expect all students to attend class prepared and to show up on time. It is disrespectful to the instructor and the other students when individuals show up late or are not prepared to participate in the class discussion. I allow the use of laptops for class purposes only; however, should laptop usage become disruptive, I reserve the right to prohibit laptops and other electronic devices.

This class is designed to provide information and challenge students with new, and sometimes controversial, ideas and arguments. This class is designed to be a safe, open environment to express ideas, arguments, and opinions for learning purposes. However, safe does not always mean comfortable. This class does not *give* you knowledge—i.e. knowledge and understanding is not transfused to students by simply sitting in class. Learning is an interactive process that is the primary responsibility of each student. Assignments are designed to assist you in learning processes, which consist of understanding material, remembering material, and being able to clearly (and correctly) communicate that material. Learning also entails developing your own insights, and applying them to better your own livelihood and authentic self.

As a general policy, I do not offer incompletes, and **I will not change final grades for the course under any circumstances**, with the single exception of where an error occurred on my part.

CIVILITY AND RESPECT

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, but courteous behavior and responses are expected. Our campus community reflects and is a part of a society comprising all races, genders, ethnicities, creeds, sexualities, and social circumstances. It is fundamental to our mission to create an unbiased community and to oppose vigorously any form of racism, religious intolerance, sexism, ageism, homophobia, heterosexism, and discrimination against those with disabling conditions.

During discussions and in writing assignments, students must show an awareness of diverse audiences, which means that ALL identity groups (genders, sexualities, gender identities, races, ethnicities, colors, nationalities, creeds, religions, socioeconomic classes, etc.) must be discussed with respect. Any comments that reveal intolerance of any (majority or minority) identity group are unacceptable; that is, statements or arguments that are rooted in any identity group being less than (less valuable, less human, less dignified, less good, etc.) than another identity group are illogical and offensive. Nonproductive and/or offensive comments will be diplomatically addressed and used as a learning tool for the class; however, a student who fails to treat others respectfully will be dismissed from the course after one formal warning.

WHEN SH*T HAPPENS

When life happens—which can include the need to take time to improve mental or physical health, grieve, care-giving, etc.—please let me know. I respect your privacy, but keeping me in the loop will allow me to make sure that you are accommodated in terms of due dates and assignments. I do not need proof or documentation of illness, doctor visits, death in the family, etc. I do ask that you let me know so that I can help in any way I can and so that this course does not adversely affect you in these scenarios.

COURSE SCHEDULE

The following is a list of topics to be covered at each class meeting, and the readings, which should be completed in order to fully participate in class that day. You are required to read the material prior to the class. *Literature not included in the textbook but listed on syllabus are the responsibility of students to locate (online) and read.* Academic articles can often be found via the UTEP library's website under the "Articles and Database" tab, where you can search repositories like JSTOR and Sage as well as individual journal titles.

While I give specific days on which certain topics will be discussed, the calendar is subject to change. Any alterations to the course schedule will be clearly announced. As a general rule, the course will follow this order of topics, regardless of date changes, unless otherwise announced.

WEEK 1 **(August 24th-28th)** Introduction
Law and Courts

Class discussion and chat: **Thursday, August 27th at 10:30 am**
(Non-mandatory)

DUE Friday, August 28th by 7:00 pm
Critical Reflection #1

WEEK 2 **(August 31st- September 4th)** United States Law and Courts

Class discussion and chat: **Thursday, September 3rd at 10:30 am**
(Non-mandatory)

DUE Friday, September 4th by 7:00 pm
Critical Reflection #2

WEEK 3 **(September 7th – 11th)** International Law

Class discussion and chat: **Thursday, September 10th at 10:30 am**
(Non-mandatory)

DUE Friday, September 11th by 7:00 pm
Comprehension Questions #1

WEEK 4 (September 14th – 18th) International Law

Class discussion and chat: **Thursday, September 17th at 10:30 am**
(Non-mandatory)

DUE Friday, September 18th by 7:00 pm
Critical Reflection #3

WEEK 5 (September 21st– 25th) Compliance

Class discussion and chat: **Thursday, September 24th at 10:30 am**
(Non-mandatory)

DUE Friday, September 25th by 7:00 pm
Comprehension Questions #2

WEEK 6 (Sept 28th– Oct 2nd) International Court of Justice: Teaching Module

Class discussion and chat: **Thursday, October 1st at 10:30 am**
(Non-mandatory)

DUE Friday, October 2nd by 7:00 pm
Research Question for Research Design

WEEK 7 (October 5th-9th) European Court of Justice: Teaching Module

Class discussion and chat: **Thursday, October 8th at 10:30 am**
(Non-mandatory)

DUE Friday, October 9th by 7:00 pm
Critical Reflection #4

WEEK 8 (October 12th-16th) European Court of Human Rights: Teaching Module

Class discussion and chat: **Thursday, October 15th at 10:30 am**
(Non-mandatory)

DUE Friday, October 16th by 7:00 pm
Short Paper #1

WEEK 9 (Oct 19th-23th) Inter-American Court of Human Rights: Teaching Module

Class discussion and chat: **Thursday, October 22nd at 10:30 am**
(Non-mandatory)

DUE Friday, October 23rd by 7:00 pm
Research Design Theory

WEEK 10 (October 26th-30th) Caribbean Court of Justice: Teaching Module

Class discussion and chat: **Thursday, October 29th at 10:30 am**
(Non-mandatory)

WEEK 11 (November 2nd-6th) International Criminal Court: Teaching Module

Class discussion and chat: **Thursday, November 5th at 10:30 am**
(Non-mandatory)

DUE Friday, November 6th by 7:00 pm
Short Paper #2

WEEK 12 (Nov 9th-13th) African Court of Justice and Peoples' Rights: Teaching Module

Class discussion and chat: **Thursday, November 12th at 10:30 am**
(Non-mandatory)

DUE Friday, November 13th by 7:00 pm
Research Design Data and Methods

WEEK 13 (November 16th-20th) Arab Court of Human Rights: Teaching Module

Class discussion and chat: **Thursday, November 19th at 10:30 am**
(Non-mandatory)

DUE Friday, November 20th by 7:00 pm
Short Paper #3

WEEK 14 (Nov 30th- Dec 3rd) Asian-Pacific Court of Human Rights: Teaching Module

Class discussion and chat: **Wednesday, December 2nd at 10:30 am**
(Non-mandatory)

DUE Thursday, December 3rd by 7:00 pm
Research Design

Critical Reflection #1

Due August 28th by 7 pm

Part I

- 1) What is justice?
- 2) Who, if anyone, is entitled to justice?
- 3) How do you know when to follow rules and laws?
- 4) What is the purpose of courts?
- 5) How do you know when something is fair?

Part II

- 1) What are your underlying assumptions and beliefs that generate your answers?
- 2) Where do these assumptions come from?
- 3) Are these assumptions realistic? Are there conditions under which they could be inaccurate or harmful?

Part III

- 1) Are you surprised by your answers?
- 2) Were any questions hard to answer or explain? Which ones? Why?
- 3) Are there answers or assumptions that you have doubts about or are unsure about?
Which ones?
- 4) Would you modify any of your answers now?

Critical Reflection #2

Due September 4th by 7 pm

Part I

- 1) Is it better to wrongly convict an innocent person or to let a guilty person go free?
- 2) What is the purpose of laws?
- 3) Do people follow the law?
- 4) Are there any conditions under which you may not or should not follow the law?

Part II

- 5) What are your underlying assumptions and beliefs that generate your answers?
- 6) Where do these assumptions come from?
- 7) Are these assumptions realistic? Are there conditions under which they could be inaccurate or harmful?

Part III

- 5) Are you surprised by your answers?
- 6) Were any questions hard to answer or explain? Which ones? Why?
- 7) Are there answers or assumptions that you have doubts about or are unsure about?
Which ones?
- 8) Would you modify any of your answers now?

Critical Reflection #3

Due September 18th by 7 pm

Part I

- 1) How to you evaluate a court's effectiveness?
- 2) Are supranational courts analogous to domestic courts? Why or why not?

Part II

- 3) What are your underlying assumptions and beliefs that generate your answers?
- 4) Where do these assumptions come from?
- 5) Are these assumptions realistic? Are there conditions under which they could be inaccurate or harmful?

Part III

- 9) Are you surprised by your answers?
- 10) Were any questions hard to answer or explain? Which ones? Why?
- 11) Are there answers or assumptions that you have doubts about or are unsure about?
Which ones?
- 12) Would you modify any of your answers now?

Critical Reflection #4

Due October 9th by 7 pm

Part I

- 1) Who is an intellectual?
- 2) Who or what determines if someone is an intellectual?
- 3) Is academia, in its current form, more empowering or gatekeeping? Validating or assimilationist? Briefly explain your answer(s).
- 4) How would you re-envision academia in an ideal world?

Part II

- 5) What are your underlying assumptions and beliefs that generate your answers?
- 6) Where do these assumptions come from?
- 7) Are these assumptions realistic? Are there conditions under which they could be inaccurate or harmful?

Part III

- 8) Are you surprised by your answers?
- 9) Were any questions hard to answer or explain? Which ones? Why?
- 10) Are there answers or assumptions that you have doubts about or are unsure about?
Which ones?
- 11) Would you modify any of your answers now?

Comprehension Questions #1

Due September 11th by 7 pm

Directions: Define and explain each concept IN YOUR OWN WORDS.

- 1) Jurisdiction
- 2) Justiciability
- 3) Admissibility
- 4) Standing
- 5) Judicial independence
- 6) Judicial activism
- 7) Deference
- 8) Deterrence
- 9) Separation of powers
- 10) Judicial restraint

Comprehension Questions #2

Due September 25th by 7 pm

Directions: Define and explain each concept IN YOUR OWN WORDS. Explain your answers explicitly.

- 1) What causes states to comply with international law?
- 2) What might cause a state to **not** comply with international law?
- 3) Why is compliance important (or not)?

Short Paper #1

Due October 16th by 7 pm

Directions: Answer the following question in a short essay, 3-5 pages (double-spaced). Essays should include APSA style in-text citations as well as references, which do not count towards the page requirements.

Define compliance. How can researchers measure compliance to international laws and court decisions? What are the benefits and limitations of this measure/these measures? What factors might impact state compliance? How does compliance relate to discussions of whether international law matters?

Short Paper #2

Due November 6th by 7 pm

Directions: Answer the following question in a short essay, 3-5 pages (double-spaced). Essays should include APSA style in-text citations as well as references, which do not count towards the page requirements.

How might justice interfere or undermine peace efforts? Explain the relationship(s) between post-conflict peace and the pursuit of justice. Under what conditions might there be a tradeoff between them where policymakers must prioritize one over the other and why? Can they be pursued simultaneously, and under what conditions might such pursuit be successful?

Short Paper #3

Due November 20th by 7 pm

Directions: Answer the following question in a short essay, 3-5 pages (double-spaced). Essays should include APSA style in-text citations as well as references, which do not count towards the page requirements.

Are international human rights laws and norms a form of empowerment or western imperialism/colonialism? Explain.

Research Design Outline

<Title page>

I. Introduction (page 1)

- a. Discusses your research question, why this question is important, and any background information that is necessary to understand the question; will be relatively short section

II. Theory (page 2)

- a. Explicitly explains how your independent variable affects your dependent variable; includes the story of how the causal mechanism works between your variables, under what conditions, for whom, etc;
- b. Uses previous research (often referred as literature reviews) to help develop your arguments. Previous literature is used to supplement (NOT replace) your arguments to show how your theory fits within existing knowledge and offers examples and evidence to bolster your claims. You need to explain and justify everything—nothing speaks for itself.
- c. Ends with hypothesis (or multiple hypotheses) that are single sentence summaries of what you expect to see in the actual data/results. The hypothesis is the predicted observation based upon your theory.
 - i. The hypothesis tells me what you should see in the real world if your theory is true. Your theory tells me why this outcome should be predicted and how these causal mechanisms work in detail.
- d. **This is the bulk of your paper!** So this will be the longest section, and you want to have a developed theory where I can see each step of how your independent variable affects your dependent variable. Like a recipe, your theory needs to take me step by step. This is the section that is most important for your grade since it reflects your understanding of material and your thinking like a scientist.

III. Data and Methods

- a. Is your research question best addressed via qualitative or quantitative methods?
- b. What kind of data would you need to evaluate? Does this data already exist?
 - i. Explain how you would measure each theoretical concept, including your independent variable, dependent variable, and control variables
 - ii. If you would need to generate data, how would you collect that data? From whom?
- c. What kind of analysis is appropriate for this data?
- d. **You are not presumed to have all this information.** The intent is that you work with me in this section and learn through this process. So if this is all Greek to you, you're not alone and that's perfectly fine! I will help you.

<References>

How to Read Academic Articles and Achieve Success in your Research Design

Your research design will be very similar to the academic articles we read in class and those you read for your project. The only difference is that you do not need to actually create, collect, or analyze any data. Hence, you will not have a Results or Conclusion sections.

As you read each article, answer the below questions to help you understand the key components and be able to use/replicate them in your research design.

- 1) What is the research question?
- 2) What is the theoretical argument and/or thesis?
- 3) What is the dependent variable?
- 4) What is the main independent variable(s)?
- 5) Do the variables match the theory? Are they appropriate? Do they measure what the authors claim?
- 6) What data is utilized and is it appropriate?
- 7) Did the authors include all relevant variables and exclude irrelevant variables? Are there confounding variables? Are there omitted variables?
- 8) What method of analysis was employed? Qualitative or quantitative? Is this method appropriate for the research question?
- 9) What are the results? How strong are these results?
- 10) What are the limitations of the theory, methods, and results?
- 11) How generalizable are the results?
- 12) How persuasive is the article? Why?

APSA Style Guide

For full style manual see <https://connect.apsanet.org/stylemanual/wp-content/uploads/sites/43/2018/11/Style-Manual-for-Political-Science-2018.pdf>

In-text Citations

These are parenthetical portions, usually at the end of sentences, that provide the immediate source of the information used in the sentence. Citations are required for direct quotations, paraphrasing, and facts or opinions not generally known or easily checked. The citations refer the reader to the full source information in the reference list at the end of the manuscript, and are therefore an essential aspect of a manuscript.

APSA employ the *author-date* style preferred by many in the physical, natural, and social sciences. For example: (Smith 2002) or (Smith 2002, 148). See more examples below.

Each parenthetical citation **must** have a matching source that appears in the reference list at the end of the manuscript, including the citations found in endnotes and in the source notes of tables and figures.

Template: (author last name(s) <space> publication year)
 (author last name(s) <space> publication year, page number)

Examples: (Arena 2014) (Durant n.d.) *where n.d. means “no date”

Page numbers must be included for quotes, and should be included to point to specific data sets, ideas, or to avoid ambiguity. The numbers should point to a specifically contextual page or range of pages. The page numbers can be cited as either inclusive or nonconsecutive page numbers.

(Jentleson 2015, 12–14) (Fraser 2017, 227)

With two or three authors, cite all names each time. Use *and*, not an ampersand (&).

(Dodd and Oppenheimer 1977) (Roberts, Smith, and Haptonstahl 2016)

When four or more authors are cited, *et al.* should follow the first author’s last name, even in the first reference, unless the author is in multiple references where the *et al.* would not be the same, in which case use the first and second author’s last names before *et al.* (and so on) or a shortened title in quotes preceded by a comma.

(Angel et al. 1986)

When multiple sources are cited together, they are included in the same parentheses, but separated by semicolons. They should be alphabetized.

(Hochschild 2015; Jentleson 2015)

(Hauck 2000; Hauck and Vogelsong 2005; Hauck, Smith, and Vogelsong 2010; Jordan et al. 1999, 56–58; Walthall 2012)

Citations of multiple sources by the same author, but published in different years, can omit the name with the second source and beyond.

(Barbarosa 1973; 1978) (Barbarosa 1973, 18; 1978, 32)

If two or more sources are published by the same author in the same year, add lowercase letters to the publication year. To determine how to label the sources with the letters, alphabetize them by title.

(Frankly 1957a, 1957b)

A parenthetical citation to a statute or court case should include the name of the case (in italics except for v.) or statute and the year.

(*Baker v. Carr* 1962)

References

The References section is the same as a Works Cited or Bibliography section at the end of the manuscript.

All references should be alphabetized by author last name. Single-authored sources precede multi-authored sources beginning with the same last name. Multi-authored sources with the same name (first and last) of the first author should continue to be alphabetized by the second author's first name. When a source cannot be alphabetized by the author's name, alphabetize it by (in descending order): year (oldest to newest), editor's name, title, or descriptive phrase. When alphabetizing by article title, an initial article is ignored. Undated or forthcoming books follow all dated works.

All sources included in in-text citations should also appear in the References.

Each part of a reference is separated by a period, except when otherwise indicated. Each part begins with a capital letter unless it is a lowercase part of an author's, editor's, or translator's name. The general format is:

author last name, author first name. year of publication. "Title of article or chapter." *Book or Journal Title* Volume (issue number): page number range.

If the source was published by an organization, association, or corporation and does not carry an author's name, the organization is listed as the author, even if it is also the publisher.

When no author is associated with a source, but an editor(s) or translator(s) is, those names take the place of the author's name. The abbreviations *ed.* or *eds.*, or *trans.* follows the name(s), preceded by a comma.

If the source does not have an author, editor, translator, organization, association, or corporation that sponsored it, the title should be used in place of the name.

When the year of publication cannot be located, *n.d.* must take its place. When the publication is forthcoming (that is, not yet published), the term *forthcoming* takes the place of the year.

Examples

Journal examples

Aldrich, John H. 1980. "A Dynamic Model of Presidential Nomination Campaigns." *American Political Science Review* 74 (3): 651–69.

Chambers, Simone. 2018. "Against Democracy. By Jason Brennan." Review of *Against Democracy*, Jason Brennan. *Perspectives on Politics* 16 (2): 503–5. doi: 10.1017/S153759271800066X.

Prufer, Olaf. 1964. "The Hopewell Cult." *Scientific American*, December 13–15.

Book Chapter examples

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." In *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham, 39–57. Boulder, CO: Westview.

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." Chap. 1 in *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham. Boulder, CO: Westview.

Hall, Peter Dobkin. 2006. "A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000." In *The Nonprofit Sector: A Research Handbook*, 2nd edition, eds. W. W. Powell and R. Steinberg, 32–65. New Haven, CT: Yale University Press.

Hermann, Margaret G. 1984. "Personality and Foreign Policy Decision Making: A Study of Fifty-Three Heads of Government." In *Foreign Policy Decision Making*, eds. Donald A. Sylvan and Steve Chan, 133–52. New York: Praeger.

Book examples

Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2016. *Congress and Its Members*, 14th edition. Washington, DC: CQ Press.

Website/Blog/Social Media example

Sides, John. 2008. "Who Will Win the Nominations?" *The Monkey Cage* [blog], January 3. http://themonkeycage.org/2008/01/who_will_win_the_nominations/.

Dissertation or thesis example

Munger, Frank J. 1955. "Two-Party Politics in the State of Indiana." PhD diss. [or Master's thesis.] Harvard University.

Conference paper (unpublished) example

Mefford, Dwain, and Brian Ripley. 1987. "The Cognitive Foundation of Regime Theory." Paper presented at the Annual Meeting of the American Political Science Association, Chicago.