

## **POLS 227 A**

### **Research project**

The primary purpose of the research project is to help you to develop your research skills and gain hands-on experience of conducting your own research.

The research project has two primary components: the research proposal and the research essay. In both assignments, you will answer one of the following questions:

- 1) Is the recent rise of xenophobia, populism, and authoritarianism in both Sub-Saharan Africa and elsewhere in the world a spontaneous expression of popular disaffection, or a product of divide-and-rule tactics that those in power use to weaken popular demands for justice?
- 2) What is the most efficacious political tool that populations disaffected with their governments can use to effect political change? Are this tool and its efficacy the same in Africa and elsewhere?
- 3) What are the benefits and drawbacks of comparing politics in Africa with politics elsewhere in the world?

### **Research proposal**

The purpose of the research proposal is to assist you in selecting your essay question, locating sources, and organizing your ideas as well as to provide you with feedback about your work that you can use as you prepare your research essay.

The proposal should be 1 page long. It should:

- a) identify your selected question;
- b) state your thesis;
- c) outline the key arguments that you intend to advance in support of that thesis; and
- d) explain what scholarly and nonacademic sources you will draw on in your research essay.

Like all written assignments in the course, the proposal should be double-spaced with one-inch margins in Times New Roman 12-point font.

You should attach a one-page proposed bibliography to your proposal. You do not need to have read all the sources prior to proposal submission, but you will need to justify your choices. All citations should follow the Chicago author-date style. (This is the style used in the syllabus.)

The list of sources does not count towards the specified assignment length. If you choose to include a cover page, it also does not count towards the assignment length.

The proposal is due on October 23.

Following submission, you will sign up for a ten-minute appointment with me during my office hours on October 29. During the meeting you will read the proposal to me and explain your current assessment of the quality of your work. I will provide you with feedback at the meeting and assign the grade for the proposal.

## Research essay

In the research essay you will build on the work you did while preparing the research proposal and develop a cogent and articulate argument that demonstrates your knowledge and critical assessment of the existing scholarship—both covered in the course and located through your own literature search—on the topic and ability to use empirical evidence found in secondary sources to develop your own explanation. The research essay must be on the same topic as the research proposal.

The essay should be 7-9 pages long and follow the standard structure of a university essay: with an introduction—and, crucially, a thesis statement—main body, and conclusion. Make sure that you clearly state your argument in the introduction, determine its scope, define the key concepts, support your assertions with evidence (citing any contrary views or evidence as relevant), and conclude by summarizing your findings and outlining any questions or avenues that may require future research. The essay-writing tips handout I distributed earlier this semester offers suggestions on building your argument and structuring your essay that you should follow in this assignment.

Like all written assignments in the course, the essay should be double-spaced with one-inch margins in Times New Roman 12-point font. It should draw upon at least 10-12 *academic* sources; you may also use nonacademic sources. All citations should follow the Chicago author-date style. (This is the style used in the syllabus.)

The list of sources does not count towards the specified assignment length. If you choose to include a cover page, it also does not count towards the assignment length.

Assessment of the essay will be in two parts.

*First*, you will prepare an initial draft of the research essay. On November 13, you will submit the draft to me and to two fellow students, who will read the essay. During an in-class workshop on November 21 your peers will provide you with feedback about the strengths and weaknesses of the essay. I will also read the essay, provide you with additional feedback, and assign the first grade for the essay.

*Second*, you will revise the essay based on received feedback. You will submit the final draft of the essay along with the initial draft that you will have received from me on December 9. The second grade for the essay will assess the improvement that you have made to the assignment as well as the quality of your research and presentation and the cogency of your argument.

## Research essay peer review

You will read and provide feedback on the initial drafts of two of your fellow students' research essays.

In preparing your comments, which you will share with your peers at a workshop on November 21, think about the strengths of the existing drafts and the ways in which they can be improved.

Your grade will reflect the quality, insightfulness, and helpfulness of the feedback that you provide. In addition to providing your fellow students with additional feedback—and receiving their feedback in return—you will gain the important experience of speaking about your work in public.

### Research proposal rubric

	<b>Failure</b>	<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>Thesis statement and argument outline</b>	Missing, does not address the question, or is not comprehensible. Shows limited or no understanding of the topic.	The proposal seems to respond to the question, but the thesis and argument outline are unclear.	The thesis answers the question and is focused, but could be stated better and in a more focused way. The outlined argument may not be compelling.	The thesis answers the question and is focused. An outline of a reasonably compelling argument is developed.	The thesis is focused, clear, and directly answers the question. An outline of a compelling argument is developed.
<b>Sources</b>	Missing, does not explain what data will be used in the paper.	Provides a list of sources, but does not explain their relevance or value.	Provides a list of sources and provides a poorly-developed explanation of their relevance or value.	Provides a list of sources and provides some explanation of their relevance or value.	Provides an extensive list of sources and provides comprehensive explanation of their relevance and value.
<b>Literature outline</b>	Missing, does not address the existing literature.	Provides an outline, but is excessively short and/or shows limited understanding of the existing literature.	Provides an outline and demonstrates some understanding of the existing literature.	Provides an outline and demonstrates good understanding of the existing literature.	Provides an outline and demonstrates excellent understanding of the literature.
<b>Literature critique</b>	The proposal does not address the limitations of the existing literature.	The proposal addresses the limitations of the literature, but does so excessively briefly and/or in a reductive, superficial, or confusing way.	The proposal addresses the limitations of the literature, but does not provide a proper critique of the existing literature.	The proposal provides an interesting, but not fully developed (or deficient in some other way) critique of the existing literature.	The proposal provides a compelling and well-developed (given the nature of the assignment) critique of the literature.
<b>Organization, writing style, spelling, and grammar</b>	Weak or no organization. Random expression of ideas. Thoughts are expressed in a disjointed or incomprehensible way. Writing style, spelling, and grammar need major improvement. The	The proposal needs better transition and flow between ideas. Some awkward and confusing passages detract from a thorough understanding of the argument. The proposal	Mostly logical progression of ideas, but the writer must do more to make connections. Some awkward and confusing passages detract from a thorough understanding of the argument. The	Mostly logical progression of ideas, but the writer must do more to make connections. A few distracting errors or awkward phrasing. The proposal follows the length / page	Good flow or progression of ideas and good presentation of how the points made fit into a broader argument. Eloquent expression of ideas with no distracting or obvious grammatical or

	proposal is too short or too long.	follows the length / page count instructions.	proposal follows the length / page count instructions.	count instructions.	mechanical errors. The proposal follows the length / page count instructions.
<b>Citations, quotations, and bibliography</b>	Missing or inadequate citations, insufficient number of sources.	Referencing does not follow the required citation style. In some cases excessive use of quotations. Sufficient number of sources.	Referencing follows the required citation style, with some errors. Sufficient number of sources.	Mostly correct referencing, with a few minor errors. Sufficient number of sources.	Correct referencing. Number of sources which is at least sufficient and likely exceeds the requirements.

## Research essay rubric

	<b>Failure</b>	<b>Below average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>Thesis statement and argument outline</b>	The essay does not address the question and provide a thesis statement, or the thesis statement is not comprehensible. The scope of the argument is unclear. Key concepts are not defined. The essay shows limited or no understanding of the topic.	The essay seems to respond to the question, but the thesis and argument outline are unclear. The scope of the argument is addressed, but may not be clear. Definitions of key concepts are provided, but may not be clear.	The thesis answers the question and is focused, but could be stated better and in a more focused way. The outlined argument may not be compelling. Definitions of key concepts are provided, but may not be clear.	The thesis answers the question and is focused. An outline of a reasonably compelling argument is developed. The essay defines the scope of the argument and key concepts.	The thesis is focused, clear, and directly answers the question. An outline of a compelling argument is developed. The essay defines the scope of the argument and key concepts. The essay shows a good understanding of the topic.
<b>Literature outline and sources</b>	The essay does not address the existing literature or identify the sources on which it is based.	The essay addresses the literature and sources, but shows limited understanding of them and does not explain their relevance and value.	The essay provides an outline of the literature and a list of sources. It demonstrates some understanding of the literature and data.	The essay provides an outline of the literature and a list of sources. It demonstrates good understanding of the literature and data.	The essay provides an outline of the literature and an extensive list of sources. It demonstrates an excellent understanding of the literature and provides a comprehensive explanation of the relevance and value of the data on which it is based.
<b>Literature critique</b>	The essay does not address the limitations of the existing literature.	The essay addresses the limitations of the literature, but does so excessively briefly and/or in a reductive, superficial, or confusing way.	The essay addresses the limitations of the literature, but does not provide a proper critique of the existing literature.	The essay provides an interesting, but not fully developed (or deficient in some other way) critique of the existing literature.	The essay provides a compelling and well-developed (given the nature of the assignment) critique of the literature.
<b>Cogency of the argument</b>	The argument is simplistic and/or poorly developed. Analysis indicates a little understanding of the topic and no	The essay is somewhat developed, but may not have a clear focus and be logically constructed and	The essay is somewhat developed. Analysis displays some understanding of the topic	The argument has a clear focus. It is logically constructed and internally coherent, but not fully	The argument has a clear focus. It is logically constructed and internally coherent. Analysis displays

	originality of thought.	internally coherent. Analysis displays some understanding of the topic, but little originality of thought.	and, in some cases, some originality of thought.	developed or deficient in some other way. Analysis displays a solid grasp of the topic and some originality of thought.	a solid grasp of the topic and originality of thought.
<b>Organization, writing style, spelling, and grammar</b>	Weak or no organization. Random expression of ideas. Thoughts are expressed in a disjointed or incomprehensible way. Writing style, spelling, and grammar need major improvement. The essay is too short or too long.	The essay needs better transition and flow between ideas. Some awkward and confusing passages detract from a thorough understanding of the essay. The essay follows the length / page count instructions.	Mostly logical progression of ideas, but the writer must do more to make connections. Some awkward and confusing passages detract from a thorough understanding of the essay. The essay follows the length / page count instructions.	Mostly logical progression of ideas, but the writer must do more to make connections. A few distracting errors or awkward phrasing. The essay follows the length / page count instructions.	Good flow or progression of ideas and good presentation of how the points made fit into a broader argument. Eloquent expression of ideas with no distracting or obvious grammatical or mechanical errors. The essay follows the length / page count instructions.
<b>Citations, quotations, and bibliography</b>	Missing or inadequate citations, insufficient number of sources.	Referencing does not follow the required citation style. In some cases excessive use of quotations. Sufficient number of sources.	Referencing follows the required citation style, with some errors. Sufficient number of sources.	Mostly correct referencing, with a few minor errors. Sufficient number of sources.	Correct referencing. Number of sources which is at least sufficient and likely exceeds the requirements.
<b>Proposal feedback</b>	Proposal feedback is not addressed.	Some effort has been made to incorporate proposal feedback into the essay.	Proposal feedback has been incorporated into the essay, but issues identified in the proposal have not been fully addressed.	Proposal feedback has been incorporated into the essay and there is some evidence of critical reflection about the feedback.	Proposal feedback has been incorporated into the essay and the student has evidently reflected on the feedback.