**Supervised Undergraduate Research Experience (ROCCA Lab)**

PSCI 3841-03
Vanderbilt University
Spring 2019

Mondays 3:45-5:00pm
Commons 363

Syllabus Updated: March 11, 2019

|  |
| --- |
| Professor & Faculty Lab Director: Dr. Emily Hencken Ritter (she, her, hers)emily.h.ritter@vanderbilt.eduOffice Location: Commons Center 338Office Hours: please email me to make an appointmentGraduate Student Lab Director:Seung Ho (Daniel) Jung (he, him, his)ROCCA Lab email: VanderbiltROCCALab@gmail.com or seung.ho.jung@vanderbilt.edu Office Hours: Wednesdays 3-5PM, Commons 315 |

# Course Description

By enrolling in the course, students earn credit for participating in collaborative research projects with other students (both UG and PhD) under the supervision of an international relations (IR) Faculty Research Mentor as part of the Vanderbilt Undergraduate Research on Conflict and Collective Action (ROCCA) Lab. In order to facilitate student development and enhance the benefits of the research experience, students are expected to attend regular skills training and professionalization workshops and complete associated assignments. Student progress will be supported and monitored, not only by their Faculty Research Mentor, but also by Prof. Ritter, the Director of the ROCCA Lab.

# **Prerequisites**

Only students who have been selected to serve as RAs may enroll in the course, but there is no course or major prerequisite. The research project undertaken for this course must be different from any honors thesis research.

# **Learning Objectives**

In this course, students will:

* gain a greater understanding of international politics and the fundamentals of research, through direct experience with the process of research;
* develop skills that will make them more effective researchers and more marketable job candidates after graduation from Vanderbilt; and
* be able to articulate both short- and long-term personal and professional goals and have concrete plans for achieving them.

# **Texts and Resources**

 All students are required to purchase a copy of Leanne Powner’s *Empirical Research and Writing: A Political Science Student’s Practical Guide.*

All other course readings will be posted on Brightspace or Basecamp. Individual Faculty Research Mentors will also assign students background reading for their project—please discuss with your Mentor. All assignments, readings, and messaging will be done through Basecamp. Grades will be kept and updated on Brightspace.

# Evaluation

Your grade in this course will be based on the following breakdown of assignments:

|  |  |
| --- | --- |
| Collaborative Research Project | 50% |
| Participation & Training Sessions | 10% |
| Progress Meetings | 10% |
| Weekly Reports | 10% |
| Short Article/Blog Post | 10% |
| End-of-Term Reflection Paper | 10% |

***Collaborative Research Project:*** The main component of the course is working with an IR Faculty Research Mentor on one of their projects. Students taking the course for 3 credit hours, are expected to work 10 hours per week (minor exceptions may be approved by the Faculty Mentor). Particular details of the work to be done by the student will be determined by the Mentor. The assignments undertaken as part of the research skills course will also be advised by the Faculty Mentor, but must be in addition to the expected 10 hours per week on the team project. For this element of the course, **all students will complete (a) 10 hours of team research as assigned by primary and secondary Faculty Members and (b) a timesheet on Google Forms**, due each Sunday by 11:59pm to report on the previous week’s research tasks. The google form for this semester is here: <https://goo.gl/forms/BlYgUVPdgdREBAGq1>

Here is a Google Sheet with all team assignments and contact information, which may update or change slightly as team needs change in the semester (please check it regularly!): <https://docs.google.com/spreadsheets/d/1ZjUMVTJAhyS09xEw9eS-HtUlkNxFvhXoF5Ie68Y5h2k/edit?usp=sharing>

I will drop one missing timesheet from this grade.

***Participation & Training Sessions:*** Attendance is required at all scheduled course meetings, and your active participation is strongly encouraged. There will be one or two research training sessions offered during the term in addition to the regular course work and any training designated by the Faculty Mentor. The purpose of these sessions is to help students learn and develop their research skills. Students in the course are expected to actively participate in all training sessions, completing any pre-session readings and associated assignments.

***Weekly Reports:*** Research can frequently occur in spurts, making it easy to lose sight of the greater whole. This disconnectedness can also lead to procrastination or dissatisfaction. To keep students on track with their research activities and keep the focus on progress, however small, each student will be asked to produce a very brief weekly report, describing what they did during the past week and what they are committing to do for the following week. Certain Faculty Research Mentors may have slightly different requirements for how these reports are to be communicated, but all students taking the course must submit a weekly report to the ROCCA HQ Camp on Basecamp.

Each week by Sunday at 11:59pm, you will submit your weekly report by answering three questions under “Automatic Check-Ins” on the ROCCA HQ Camp: 1) what tasks you worked on this week, 2) what successes you had, 3) what struggles you had. The purpose of the report is so that we can keep up on each others' progress, celebrate our successes, and help each other when we struggle by providing support and constructive suggestions. The ROCCA HQ Camp has an Automatic Check-Ins feature that will ask you these questions each week on Friday afternoons, and you should submit your brief answers by Sunday at 11:59pm.

I will drop the one report with the lowest grade (or missing submission).

***Progress Meetings:*** As the purpose of this course is to support students in their development as researchers and encourage their personal career aspirations, faculty must be kept up to date as these matters evolve. To this end, all students will be required to meet with Prof. Ritter, both at the beginning and end of the term, as well as have an official progress meeting with their Faculty Research Mentor at the end of the term. In order to facilitate these meetings, students will be required to prepare a self-reflection and may be asked to fill out pre- and post-meeting surveys. All Progress Meetings will be summarized using a common form and forms will be filed to track students who participate in the collaborative research experience for longer than a semester.

***Short Article/Blog Post:*** The development of communications skills is of the utmost importance in any type of career, but particularly research. Sharing ideas and evidence is the foundation of the academic enterprise. As such, students are required to write one short article related to their research activities each term. These articles will be published with permission on the ROCCA Lab website, but students are also encouraged to consult with the Director and their Faculty Research Mentor to discuss opportunities for further dissemination, such as submitting an op-ed to a newspaper or a research brief to a politics blog like The Monkey Cage. *This article can be submitted at any time during the term*, but must completed by the last week of class.

In addition, we will have a few assignments to apply the lessons of the course to a student’s own research idea, which will count toward this grade.

***End-of-Term Reflection Paper*:** During finals week, students will be expected to turn in a paper reflecting on their progress during the term. This paper will include a discussion of the student’s research activities during the semester, how they relate to their academic and personal goals, and an assessment of one’s own progress. Details of this assignment will be distributed in class.

# Course Policies

#### Attendance

Attendance is required at all course meetings and scheduled training sessions, with one missed course session allowed. Unexcused absences beyond one will result in a 1% reduction of the course grade.

Attendance is also required at all weekly meetings with the student’s Faculty Mentor and research team. Correspondence about the absence should be emailed to both the Faculty Mentor and the ROCCA lab email. The student should work with their team to make up any missed information and discussion.

Missed meetings in cases of illness or personal emergency can be accommodated only with proper documentation. Class meetings missed due to a university sponsored event or religious holiday may also be accommodated, provided that the student informs me of the conflict at least two weeks in advance.

#### Extra Credit

No extra credit will be granted in this course, either by the Lab Director or Faculty Mentors.

#### Academic Honor Code

Students are assumed to have read and agreed with the Vanderbilt University Academic Honesty policy, found at URL: <https://www.vanderbilt.edu/student_handbook/the-honor-system/>

I’m encouraging a lot of sharing and collaboration in this course, but your work on your assignments should be your own. Please be careful not to plagiarize. The [Undergraduate Honor Council](https://studentorg.vanderbilt.edu/honorcouncil/2015/11/16/university-honor-council/) has a very helpful guide to understanding plagiarism, and the Writing Studio has a great set of resources on [working with sources in academic writing](http://vanderbilt.edu/writing/resources/handouts/). We’ll spend some class time exploring plagiarism and academic integrity more generally.

In particular, academic misconduct includes, but is not limited to, cheating, fabrication, plagiarism, altering graded examinations for additional credit, having another person take an examination for you, falsification of results, or facilitating academic dishonesty or as further specified in the university policy found at the website above. These and other forms of cheating are all potentially grounds for penalties including failure of the assignment or the course, as well as program- or university-level disciplinary action.

**Note that I expect to see citations of all writing or note-taking that references someone else’s work, whether it is directly quoted or paraphrased, on every assignment, even if it is a rough draft or something short of an essay.**

If your life is falling apart and you are tempted to plagiarize to save time or get a good grade, please see me instead. I would rather grant you an extension than send you before the Honor Council for plagiarism—but I will send you to the Honor Council if it comes to that.

#### Accommodations for Learning or Access Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact the Vanderbilt Equal Opportunity, Affirmative Action, and Disability Services Department (EAD) to get more information about specific accommodations; please visit <https://www.vanderbilt.edu/student-access/disability/> as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances.

#### If you Need Help

There are many things that you might be dealing with that can hinder your ability to succeed in this course, your college career, and your life. You might be struggling with illness, socioeconomic issues, or personal issues that make it hard to concentrate, to work, or to attend class. If any of these or other things begin to hinder your ability to do your best, you can reach out to the office of Student Care Coordination for programs, training, accommodations, and assistance (find more information or make an appointment here: <https://www.vanderbilt.edu/carecoordination/>). The Student Care Coordination can help guide you to whatever assistance you might need, whether it be short term or long term. If you specifically need help or accommodation in this course due to your difficulties, please come meet with me so we can find a solution that allows you to succeed while being fair to others.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can call the Project Safe 24-hour crisis/support hotline at 615-322-7233 and you can find a list of resources at [Project Safe](http://www.Vanderbilt.edu/projectsafe). You may also contact the University’s [Title IX](https://www.vanderbilt.edu/title-ix/)Coordinator (615-322-4705) and you can find the appropriate contacts for resources and confidence here: <https://www.vanderbilt.edu/title-ix/>

Importantly, note that I am sympathetic and want to help you as much as I can, especially as it pertains to your success in my course. However, I must note that I am a representative of an institution that we want to make safer for all people, therefore I am a mandatory reporter. University faculty, many staff members, and some student leaders are required to report incidents of sexual assault, sexual harassment, dating violence, domestic violence, stalking, and child abuse, as well as any suspected discrimination (about age, race, color, creed, religion, ancestry, national or ethnic origin, sex/gender, sexual orientation, disability, genetic information, military status, familial status or other protected categories under local, state or federal law) to the University’s [Title IX](https://www.vanderbilt.edu/title-ix/)Coordinator (615-322-4705), as required by University policy and state and federal law. If you disclose an experience of interpersonal violence and/or child abuse to me or to classmates with mandatory reporting, whether in class discussion, through a course assignment, or in private communication with me, your disclosure will be kept as private as possible but may not be able to be kept confidential.

Please consult with me with any questions before sharing a personal experience of intimate partner violence or that of another Vanderbilt-affiliated person. If you disclose thoughts of harm to self or others, that information will also be disclosed to relevant parties charged with ensuring the health and safety of our campus community.

#### Statement on Diversity

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. We define and appreciate diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status. I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of **strength.** I expect that students and faculty will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

#### Gender-Inclusive Language and Preferred Names/Pronouns

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non- binary gender identifications, and recognizes the difference between biological sex and gender expression. Teachers and students should use gender-inclusive words and language whenever possible in the classroom and in writing. Students, faculty, and staff may share their preferred pronouns and names, either to the class or privately to the professor, and these gender identities and gender expressions should be honored.

#### Syllabus as Contract

This syllabus is a contract to which the student agrees in taking this course. As the instructor, I reserve the right to alter this syllabus according to my discretion, though I will make every attempt to alert students of any changes made. For my part, I will strive to be fair and transparent in all matters regarding this course.

#### Office Hours & Email Concerns

Students are encouraged to meet with the professor or the graduate student lab director during office hours to discuss any questions or concerns they may have, including readings, paper topics, research process, data questions, etc. If you cannot meet during office hours, we are still very happy to meet with you. Please email either VanderbiltROCCALab@gmail.com or emily.h.ritter@vanderbilt.edu to set up an appointment. Daniel or I will certainly be there for our appointment; please respect our time and either cancel an appointment you cannot make with reasonable notice or be there on time.

I will respond to email concerns in a timely manner, but be reasonable in your expectations of response time---I only check email during business hours on weekdays.

# **Class Schedule & Assignments**

Students are expected to complete the readings prior to the course meeting on the listed date. Readings from journals can be found through the Library's search or Google Scholar (hint: connect to the library VPN if not on campus).

***The most up-to-date syllabus will always be found on the Basecamp site.***

Week 1: Coordination of Logistics for Faculty Mentors and Teams – No Meeting

Week 2 (January 14): Initial meeting to orient the course and establish goals and expectations.

* **Reading:** Powner Ch. 1 Research Topic to RQ
* Meet with your Faculty Mentor to establish goals and expectations.

Week 3 (January 21): Martin Luther King Day. **No course meeting**. Go volunteer somewhere!

Week 4 (January 28): Annotated Bibliographies and Citation Management

* **Reading:** Powner Ch. 3 Doing Pre-Research
* Training Session on Citation Management: Frank Lester, political science librarian

Week 5 (February 4): Pre-Research and Literature Reviews

* **Reading:** Short articles on pre-research and literature reviews:
	+ Vanderbilt Research Guide to Literature Reviews (work through the slide show!): <https://researchguides.library.vanderbilt.edu/peabody/litreviews>
	+ “How to undertake a literature review” by Raul Pacheco-Vega, 2017: <http://www.raulpacheco.org/2017/04/how-to-undertake-a-literature-review/>
	+ Six Steps to Writing a Literature Review, by Tanya Golash-Boza, 2010: <http://getalifephd.blogspot.com/2010/10/six-steps-to-writing-literature-review.html>
	+ On strategic reading: <http://www.raulpacheco.org/2017/01/different-reading-strategies-ii-engaging-at-the-meso-level/>
	+ “Organizing your literature: Spreadsheet style” by Kathleen Clarke, Octobter 24, 2017. *Inside Higher Ed*. <https://www.insidehighered.com/blogs/gradhacker/organizing-your-literature-spreadsheet-style>
* **Recommended reading** for when you’re actually doing a lit review:
	+ Organizing Your Social Sciences Research Paper, University of Southern California Research Guides: <http://libguides.usc.edu/writingguide/literaturereview>

Week 6 (February 11): Theory

* **Reading:** Powner Ch. 2 RQ to Theory to Hypothesis
* Come to class with a research question of your own interest!

Week 6 (February 18): Research Design

* **Reading:** Powner Ch. 4 Choosing a Design that Fits Your Question

Week 7 (February 25-29): General Lab Meetings

* **Required:** Meet one-on-one with your Faculty Mentor to discuss your mid-semester progress
* **Required:** **Mid-semester progress reports due** to VanderbiltROCCALab@gmail.com by 5pm February 29th

**No meeting March 4th:** Spring Break.

Week 8 (March 11): Data Collection and Management

* **Reading**: Powner Ch. 7 Quantitative Data Collection and Management

Week 9 (March 18): Data Collection and Management

* **Reading:** Excerpt from *The Visual Display of Quantitative Information* by Edward R. Tufte

Week 10 (March 25): Visualizing Data

* **Reading**: Powner Ch. 9 Writing Up Your Research

Week 11 (April 1): Professionalization Roundtable

Week 12 (April 8): Writing Op-Eds

* **Reading:** “How to Write an Op-Ed” (http://newsoffice.duke.edu/duke\_resources/oped)
* “How to Write Op-Ed Columns”

(http://www.earth.columbia.edu/sitefiles/file/pressroom/media\_outreach/OpEdGuide.doc)

* *Come to class with 3 ideas for your Op-Ed topic. The topics should be related to your work as a research assistant.*

Week 13 (April 15): Writing Op-Eds

* **Bring 3 copies of your Op-Ed draft to exchange with peers for review**
* **Final Op-Ed/Blog post due** to VanderbiltROCCALab@gmail.com by 5pm April 19th

Finals week (April 22-May 2): Individual progress meetings with Dr. Ritter

* **Required for all lab members, course and paid:** Meet one-on-one with your Faculty Mentor to discuss your mid-semester progress
* **All lab members end-of-semester progress reports due** to VanderbiltROCCALab@gmail.com by 5pm April 26th
* **Students enrolled in the course** End-of-course reflection paper due to VanderbiltROCCALab@gmail.com by 5pm April 26th