

Course Structure

All course content will be posted on the AsUlearn course page. Course content includes: weekly readings, lecture notes (ppt), quizzes, assignments, and discussion forums. Students are invited to use the *Help Forum* to post questions about the course content, as well as to interact with each other and the instructor beyond structured class time. Students are expected to complete all readings prior to the class meeting.

Student Engagement with the Course: Students should expect to spend 2 to 3 hours of study for every hour of class time. Hence, a 3-semester hour course requires at least 9 hours per week of out-of-class work. Hence, a typical 9 hour academic course load might reasonably require between 18 and 27 hours per week of out-of-class work. See [Printable PDF of the Statement on Student Engagement with Courses](#) (PDF).

Important Due Dates	
Sept. 28	Research proposal Part 1
Oct. 5	Exam 1
Nov. 9	Research proposal Part 2
Nov. 23	Presentation of research proposals
Nov. 30	Final paper
Dec. 6-7	Exam 2 (TBA)

Grade Breakdown

Category	Percent
Weekly Quizzes	10%
Participation	10%
Exam 1	15%
Exam 2	15%
Research Proposal	20%
Assignments	20%
Peer reviews	10%
<i>Total</i>	100%

Grading Scale

A: 100-98	A: 97-94	A-: 93-90
B+: 89-88	B: 87-84	B-: 83-80
C+: 79-78	C: 77-74	C-: 73-70
D+: 69-68	D: 67-64	D-: 63-60
F: 59 and below		

Course Schedule

This course schedule is subject to change. Any changes will be announced via email and posted on AsUlearn. The AsUlearn page is the go-to for most recent course changes.

Date	Topic & Readings	Assignments
MODULE 1: FOUNDATIONS OF SOCIAL SCIENCE RESEARCH After completing this module you will be able to: <i>1.1 Explain the foundations of social science research and the role of theory</i> <i>1.2 Identify and critically analyze the major steps in the research process</i> <i>1.3 Develop a research question(s) and a testable hypothesis</i> <i>1.4 Develop a conceptual and operational definition for key concepts in PS</i> <i>1.5 Evaluate measurement levels, and the validity and reliability of social measures</i> <i>1.6 Evaluate probability and non-probability sampling designs used in PS</i>		
Aug. 17	Introduction: What is politics? What is political science (PS) research? Syllabus; SS Ch. 1; LMS Ch. 1; Schmidt 2018	<ul style="list-style-type: none"> • Pre-test • Course website review
Aug. 24	The Nature of Social Research SS Ch. 2 and 3; LMS Ch. 11; How to read a journal article (AsUlearn)	<ul style="list-style-type: none"> • Quiz 1 • Assignment 1 (Pass/Fail) • Peer review 1 in class (training)
Aug. 31	Research Design I: Questions and hypotheses SS 4; Knopf 2006;	<ul style="list-style-type: none"> • Quiz 2 • Assignment 2 • Peer review 2 in groups (training)
Sept. 7	Research Design II: Types of designs LMS Ch. 13, SS Ch. 17, Baglione	<ul style="list-style-type: none"> • Quiz 3 • Assignment 3: Concept map • Peer review 3 (Pass/Fail graded)
Sept. 14	Measurement I: Concepts and variables SS Ch.5	<ul style="list-style-type: none"> • Quiz 4 • Assignment 4 • Peer review 4 (graded)
Sept. 21	Measurement II: Measurement quality; Indexes SS Ch. 13 (pp: 423-433); Babbie Ch. 6 (AsUlearn)	<ul style="list-style-type: none"> • Quiz 5 • Assignment 5: Measurement • Peer review 5 (graded)
Sept. 28	Sampling SS Ch. 6	<ul style="list-style-type: none"> • Quiz 6 • Paper Part 1 due
Oct. 5	EXAM 1	<ul style="list-style-type: none"> • MIDTERM EXAM

MODULE 2: METHODS & RESEARCH DESIGN

After completing this module students you be able to:

- 2.1 Evaluate experimental designs and assess their internal and external validity
- 2.2 Develop an experimental design to answer a PS-relevant question
- 2.3 Evaluate survey research and assess its internal and external validity
- 2.4 Develop a survey to answer a PS-relevant question
- 2.5 Evaluate case study designs and assess their internal and external validity
- 2.6 Compare quantitative and qualitative methods for data collection and analysis
- 2.7 Propose a research design to answer a PS-relevant question

Oct. 12	Fall break – no class	
Oct. 19	Experiments SS Ch.7 and 8; LMS Ch. 17 Hjortkov et al. 2018	<ul style="list-style-type: none"> Quiz 7 Assignment 6: Experimental design Peer review 6 (graded)
Oct. 26	Survey Research & Instrumentation SS Ch. 9 and 10; Dilman’s Guiding Principles	<ul style="list-style-type: none"> Quiz 8 Assignment 7: Questionnaire Peer review 7 (graded)
Nov. 2	Field Research; Qualitative Methods *Guest speaker SS Ch. 11; LMS Ch. 14; Goldstein 2002 Recommended: Steinberg 2015	<ul style="list-style-type: none"> Quiz 9 Assignment 8: Interview/Observation Peer review 8 (graded)
Nov. 9	Research using Available Data *Guest speaker SS Ch. 12; LMS Ch. 16, 18; Big data in SS	<ul style="list-style-type: none"> Quiz 10 Paper part 2 due
Nov. 16	Data Processing; Quantitative Methods *Guest speaker SS 15; LMS Ch. 15; Niles “Data analysis”	<ul style="list-style-type: none"> Quiz 11 Assignment 9: Secondary data
Nov. 23	Student presentation of research proposals Rubric for final paper; Revisit SS Ch. 17	<ul style="list-style-type: none"> Peer-evaluation of presentations Peer review of research proposal
Nov 30	Multiple Methods; Relevance of Political Science SS Ch. 13 (pp.435-444); LMS Ch. 19	<ul style="list-style-type: none"> FINAL PAPER due Nov 30 by Midnight
Dec 6-7	EXAM 2	

Grading Policies

Graded Course Assignments

Exams (30%)

Two exams during the semester will ask you to demonstrate your knowledge with topics covered in the readings, assignments, discussion forums, and lectures. Each exam will be administered via AsUlearn on the date specified, and will be accessible for 24 hours. Exams will include both open-ended questions and multiple-choice questions (similar to those on the quizzes). Exam completion will be timed, with detailed instructions posted on the AsUlearn page. **Each exam is 15 percent** of the course grade.

Research Proposal (20%)

Students will develop a research proposal to study a topic of relevance to political science. The research proposal will be completed in two parts. Part 1 includes formulating a research question, situating the question in the existing literature, and selecting an appropriate research design; Part 2 includes the methodology, study participants, sampling/case selection approach, data collection, measurement, and proposed analytical strategy. Detailed guidelines are found at the end of this document; see [PS 5001 Research Proposal Guidelines](#).

Students will use the PS 5001 course site in the **Aportfolio system** to develop each of the seven components of the research proposal. Go to Aportfolio.appstate.edu and simply log in. Here is a link to a customized Aportfolio Overview video that can help you get started: <http://somup.com/crjXqIYKBb>

At the end of the semester, each student will present their research proposal in class and will also provide a peer review of another student's proposal using the [Research Proposal Assessment Rubric](#). Students can access each other's ePortfolios by clicking in the PS 5001 course site in the Aportfolio system.

Quizzes (10 %)

Weekly quizzes based on the assigned course readings will make up 10% of the course grade. These are low-stake, knowledge-check-in assignments designed to provide regular feedback between students and the instructor. Quizzes will be timed (~ 30-45 min). The deadline for each quiz is Sunday at midnight, unless otherwise specified. If you anticipate a time constraint and need an extension on a quiz, please send your request at least 48 hours in advance of the due date.

Assignments (20%)

Each week you will have an out- of-class assignment to be completed individually or in groups. Assignments will be posted on AsUlearn with a description and a due date. Students must address all parts of the assignment to receive full credit. Students are invited to consult peers or the instructor when working on an assignment. Assignments must be submitted to AsUlearn by noon on Tuesday (or the specified due date). Submissions after the due date are allowed only with instructor's prior approval. In the absence of such approval and prior communication, all late assignments will be subject to a late penalty deduction equal to one letter grade on the scale noted below. *Assignments will be graded as: excellent (A), very good (B+), good (B), satisfactory (B-), unsatisfactory (C), poor/fail (D/F).* Unless otherwise specified, assignments are due on TUESDAY by 12 PM.

Peer Reviews (10%)

Students will be responsible for reviewing each other's work and submitting a written peer-review form. After a couple of rounds of in-class practice and training, students will be expected to submit **6 peer reviews that will be graded on a Pass/Fail scale**. For a list of graded peer reviews, see course schedule above. Peer reviews will be conducted either in or outside of class and students will be expected to post their written review on AsUlearn by midnight on the day it is due.

Participation (10%)

Learning takes place through the exchange of ideas, in addition to reading. To enhance your learning in this seminar we will depend heavily on participation and student interactions. It is essential that students attend all class meetings, participate actively, and complete all required readings prior to class. Your participation grade (100 points total) is comprised of 2 parts:

Participation in Class Activities (60 points)

Passive participation ("just being in class") will not suffice for a passing participation grade. During our class meetings, I will randomly invite students to comment on the readings. Students will also complete peer-assessments of others students' contributions to the class discussions and activities. Participation in class activities will include, but are not limited to: small-group discussions, peer review, concept mapping, article critique, presentations or student-led discussions.

Presentation of Research Proposal (40 points)

Students are expected to make a short in-class presentation of their research proposal at the end of the semester. The presentation is an opportunity to collect feedback from peers and the instructor and improve the final version of the paper (due Nov 30). Students are expected to present material related to proposal sections 1 through 7. The following presentation format is suggested:

- *Organization:* Begin with an overview of your study that includes the central question/objective and WHY it is important. To the extent possible, this explanation should include implications for policy and public administration/ administration of justice.
- *Explanation/ Rationale:* Follow with the reasons listeners ought to support or fund your study, including: the underlying theory or problem background, description of prior evidence, methodological defense of the proposed data collection strategy, and connection to (or improvement upon) the existing literature.
- *Justification of methods:* Make sure to explain and justify your chosen methodological approach, i.e. the proposed sample selection, data collection, measurement, and analysis. What are the strengths and weaknesses of the proposed study design (e.g. survey, experiment, secondary data, etc.).
- *Presentation:* Try to economize on the number of slides. Slides should be readable (font size 28 recommended) and should be displayed long enough for viewers actually to comprehend the message they are supposed to convey. A good rule of thumb is one substantive slide (a key exhibit, not an outline page) for every two minutes of presentation (i.e. no more than 6 slides per 10-12 minute presentation).

Course Policies

Class Preparation

Students are expected to read before class meetings and have all reference materials provided in the course website readily available for use in class activities and discussion. Failure to do so will result in a lower class participation grade. See **Participation** section above for details.

Tips for effective class participation:

- Use proper grammar, spelling, syntax and word choice
- Be precise. Using specific word choice will make your ideas clear to your readers/viewers. Read or watch your posts aloud before posting them, to ensure that you are communicating clearly.
- Use examples and explanations to justify your opinion. Make an assertion, and then support it with evidence.
- Be respectful. Respect diversity of cultural background, ethnicity, religion, race, and gender
- It is fine to have strong opinions, as long as you present them rationally and use evidence/reason to support them; But make sure you are doing just that.
- Profanity and sexist/ageist/racist comments are unacceptable, so make sure not to use them -- and if you are the recipient of a comment like that, remain calm and report the issue to me or Office of Title IX Compliance.
- Take your participation seriously. Make sure you are giving yourself the right learning environment, and that you are also supporting your colleagues' learning with well-reasoned, informed, and respectful contributions.

Strategies for successful participation:

- Review the syllabus to know which materials you need to complete before class.
- Read any rubrics or expectations provided for your discussion forums and participation.
- If possible, start your participation early so that you have time to make additional observations and read your fellow students' posts. Even if you are still considering ideas or adding to your thoughts, an early check-in will help you to have a meaningful exchange and be able to get all your questions answered. Some ideas to start posting early:
 - Follow-up questions you have from lectures, readings, or materials.
 - Initial thoughts about the topic of conversation.
 - Personal experiences or observations related to the topic.
 - Your initial reaction/feelings/emotions related to the question/topic.
 - Any questions about instructions or scope of the discussion and your participation.
- If you are asked to comment or critique fellow students, be specific and constructive in your responses. Ask for clarification if needed and provide reasons and thoughtful suggestions.
- If you agree with a statement, provide a reason for your agreement, and/or additional arguments or a personal view (instead of just "I agree").
- Types of questions to ask of fellow students:
 - Clarifying questions: "In your reply, you say x follows Y. Can you say more about how one follows the other?"
 - Challenging questions (constructive): "Isn't it possible that that passage/quote/dataset can be also interpreted in ABC way, which would imply XYZ about the larger argument?"

- Suggestions phrased as questions: "Do you happen to know the work of this scholar/researcher? They look at XYZ in a way that resonates with your approach. You may find it of interest."
- Process questions: "Can you say a little bit about how you chose this particular example/case study/methodology?"

Expectations of students: *I expect you to:*

- keep up with the material covered every week
- complete your assignments and quizzes on time every week
- produce a research proposal as a final course product
- participate actively and courteously in the class discussions and forums
- abide by the standards of academic honesty and student code of conduct
- seek help (instructor, peers, class forums) when you don't understand a topic

Expectations of the instructor: *You can expect me to:*

- provide learning material on time every week
- provide office hours
- provide an ongoing help forum, check it at least three times a week and respond to student postings
- create quizzes, assignments, and exams that reflect the stated learning objectives for the course
- show you how important social science research is by using real examples

Late Work

Late assignments are subject to 1 letter grade penalty deduction. For *each day* an assignment is late, 5 points will be deducted from your grade for that assignment, for instance: if you scored 95 (A), you'd receive 90 (A-) if your assignment was one day overdue; B+ if it was two days overdue, and so on. If there are extenuating circumstances prohibiting you from completing work on time, please notify me before the assignment's due date, preferably 48 hours ahead of time.

Time Management

Take time at the beginning of the semester to map out when you will need to be in class or group work, so you can plan ahead. Let your instructors know if you foresee conflicts or have overlapping sessions, so that alternatives can be worked out early. Remember that there are guidelines in place for common spaces, and seating capacity might be reduced.

Flexibility: "Things Could Change"

UNC faculty and staff are committed to provide an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing term are made with your safety and health in mind, as well as the safety of UNC faculty and staff. Especially this semester, it is important to actively read and observe any communication that is sent from UNC or your instructor, so you can make adjustments as needed and not miss any class time. Please also inform your instructor(s) and department if anything changes on your end and any accommodations that might be necessary.

Institutional Policies

This course abides by the University's policies on Academic Integrity, accommodations for students with disabilities, Attendance Policy, and Student Engagement with Courses. The full text of these policies is found at: <http://www.academicaffairs.appstate.edu/syllabi>

Academic Integrity

This course abides by the University's Academic Integrity Code: <http://academicaffairs.appstate.edu/syllabi>. Be sure you are familiar with and follow the University's *academic integrity code*. Cheating on exams, plagiarizing papers or otherwise engaging in academic dishonesty will, at a minimum, lead to a grade of "F" for this course and possible expulsion (depending on the severity of the violation).

Accommodations for Disabilities

Appalachian State University is committed to providing an inclusive experience, accessible learning environments and equal opportunity to individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals needing reasonable accommodations should contact the Office of Disability Resources (828.262.3056 or odr.appstate.edu).

Policies on Incomplete Grades

Faculty may assign a grade of "I"—incomplete—when a student is unable to complete coursework at the end of the term because of illness or some other unavoidable cause. An "I" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester. An incomplete is not given solely because assignments were not completed during the semester. Students intending to graduate must clear all incomplete work prior to the first day of the next academic term or they will not be able to graduate until the next term. For more information, visit the [Graduate School's website](#).

Emergency Absences

When a student is out of town and unable to return to campus due to hospitalization, death in the family, or other extenuating circumstances, the student or the student's parents may contact the Office of Student Development to request that professors be notified as to the reason for the absence. This notification is conveyed to the appropriate departmental office as a matter of information only and does not serve as an official excuse for class absence. Only individual faculty members make this determination, and documentation may be requested by the faculty members. The Office of Student Development does not provide this service when notification is received after the absence has occurred. Also, if a student is in town, that student is responsible for notifying the individual faculty members that she/he will be missing class. [Printable PDF of the Attendance Policy](#).

Non-Discrimination Policy

This course and the graduate program in Political Science at Appalachian State is committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a faculty that strives to model reflection, advocacy, and care for community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, the programs, or department fall short of this commitment, we encourage you to engage in dialogue with your instructor and/or other program faculty. Please visit <https://titleix.appstate.edu> for information related to Appalachian State University's Title IX and <http://academicaffairs.appstate.edu/syllabi> for the most up-to-date policies on students with special needs, academic integrity, religious observances, and student engagement with courses.

Food Insecurity and Homelessness Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the

Dean of Students, 324 Plemmons Student Union, for a list of resources and support. The ASU Food Pantry&Free Store is a free resource with pantry and personal care items, located in the Office of Sustainability on the bottom floor of East Hall. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to assist you with finding the resources you may need.

Resources for PS5001

Library Resources:

App State Library: <https://library.appstate.edu/>

App State Library Political Science Resources -
<https://guides.library.appstate.edu/politicalscience>
 Political Science Research Guide

[Literature Reviews: A guide for graduate students](#)

APSA Format and Documentation: https://drive.google.com/file/d/1OwE_tRy6oqokxr-OYI4teQhSI1FceG/view

Data and Statistics on the Web:

- Strategies and resources for finding data across the social sciences:
<http://guides.lib.umich.edu/findingdata>
- Web Resources FedStats has searching and linking capabilities to more than 100 agencies that provide data and trend information.
<https://fedstats.sites.usa.gov/>
- This site provides public resources from the U.S. Census Bureau including population, economic, industry, and geography studies.
<http://www.census.gov/>
- American FactFinder is your source for population, housing, economic and geographic data.
https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml
- Statistical Resources on the Web is maintained by the *University of Michigan* and provides links to data covering topics from agriculture to weather.
<http://library.nmu.edu/govdocs/docsstats.htm>
http://www.nass.usda.gov/Statistics_by_State/Michigan/Publications/Annual_Statistical_Bulletin/stats11/agstat11.pdf
<https://www.lib.umich.edu/browse/Statistics%20and%20Data%20Sets>
- American Community Survey: <http://guides.lib.umich.edu/communityprofile>
- Current Population Survey: <https://www.census.gov/programs-surveys/cps/data-detail.html>

PS 5001 Research Proposal Guidelines

Most creative activities involve iterations, revisions, and peer-feedback. This rule applies here. Consider brainstorming with friends and/or faculty prior to completing each part of the paper and revising already completed parts. Note, that this is a suggested outline and that NOT ALL (sub)sections may be relevant to your study.

PART I: Research Objective, Literature Review, Study Design

1. Introduction and research objective (1 page)

- 1.1. What is the problem? Why is this important, and to whom?
- 1.2. How will research help inform the problem and its solutions?
- 1.3. What is the *objective* of the proposed research (e.g. to explore, describe, explain/ or test a hypothesis)? Clearly state the research objective and any questions that may be derived from it.

2. Literature review/ Project background (approx. 3-4 pages)

- 2.1. What topics or questions (related to your objective) have already been addressed in the existing literature? Using what methods? (*you must include, at least 3 peer-reviewed articles published in the last 5 years*)
- 2.2. What are the main conclusions of the studies reviewed?
- 2.3. What are the most important problems and gaps that require additional research?
- 2.4. State your *research question* and/or any testable hypotheses (if applicable).
 - a. Provide conceptual definitions for the key concepts used in your question/ hypotheses. How have these concepts been defined in the literature (conceptual definitions)?
 - b. Example: "Empowerment might best be understood as a *process* involving a set of management practices (sharing authority, resources, information, and rewards) that influence performance (effort, productivity) not only directly but also indirectly through their impact on employee cognition (self-efficacy, motivation, and job satisfaction) (see Bowen and Lawler 1992, 1995; Spreitzer 1995,1996; Thomas and Velthouse 1990)." (Fernandez & Moldogaziev 2013, p. 157).

3. Study design (approx. 1 page)

- 3.1. What type of study do you propose to carry out?
 - a. Cross-sectional or longitudinal; experimental or observational; a survey, program evaluation, needs assessment; etc.

- b. Large N- quantitative study or a small-N case study. Why is this design appropriate?
 - c. State the *units of observation* or *case(s)* for your study; In the example above, an 'employee' represents the unit of observation/analysis.
- 3.2. How well does this design align with your research objective? Discuss the strengths and weaknesses of your study design, and provide a justification for it.

Recommended resources (on AsULearn):

Knopf, Doing a Literature Review
 Singleton and Straits Ch. 17
 Sample literature review on AsULearn

PART II: Methodology

4. Sample/Case selection - *The technique for case/sample selection will vary based on your research objective and type of study. Address only those questions that are applicable to your study:*

- 4.1. Study area or case (if applicable)
 - a. Explain why this study area or case(s) is an appropriate setting for your research objective or for testing your hypotheses.
- 4.2. Study participants/ population (if applicable)
 - a. Whom (or what) will you study? Who is available for study and how will you reach them?
- 4.3. Sampling method (if applicable) – probability or non-probability sampling:
 - a. Describe the specific type of sampling design and justify your choice. What are the inclusion/exclusion criteria for sample selection?
 - b. What is your sampling frame? Do you need to construct it or is it already available?
 - c. What is the intended sample size (#participants)?

5. Data collection

- 5.1. *Primary data collection:* Describe how, when, and where you will collect your data:
- a. If using a survey, include a questionnaire at the end of your proposal. How will the survey be administered?
 - b. If conducting interviews/focus groups, include the interview script at the end of the proposal. How will you contact interviewees, and where will interviews take place?

- c. If conducting direct observation/participant observation, describe the process, participants, location, time, and observed artifacts/processes.
- 5.2. *Secondary data sources*: If using secondary data (e.g. publicly available dataset or official documents), describe the source and nature of the data:
- a. Describe how the data were collected, what the sample size is, and what variables from the dataset you plan to use.

6. Measurement

6.1. If collecting *primary data*:

- a. Discuss how you will measure the key concepts/variables in your study. How have they been measured in the existing literature?
- b. Include operational definitions and level of measurement for each variable.
- c. If using a questionnaire or an interview script, which questions or items will measure which variables?
- d. How is your measurement strategy likely to affect the quality of your data? Discuss the validity and reliability of your measures, and include any checks for validity and reliability (either pre- or post-data collection) that you intend to do.

6.2. If relying on *secondary data*:

- a. Discuss any (known) weaknesses and strengths in the data (e.g. reliability, validity, time range, other data quality issues).

7. Plan for Data Analysis

7.1. How will you analyze your data?

- a. Case-oriented or variable-oriented analysis; Quantitative or qualitative data analysis, or both?
- b. If quantitative: what analytical tools and software do you plan to use (e.g. descriptive measures, inferential statistical techniques; t-test, scatterplot, chi-square, etc.). How will these the proposed tests help answer your research questions or test your hypotheses?
- c. If qualitative: how will the data be stored, coded, and analyzed? Will you use a qualitative data analysis software, e.g. NVivo, Atlas? How will the data be organized and presented?

8. Expected outcomes and significance of the project

- 8.1. Practical significance – go back to your problem statement on page one and discuss how findings from your research project will help address this problem.

- 8.2. Contribution to theory/existing knowledge– go back to your literature review and discuss how your study findings may contribute to the existing literature (e.g. fill in a gap, extend/clarify theory or methods).
- 8.3. If applicable, include a description of your project timeline and budget.

9. References

- 9.1. Provide a complete, alphabetized list of references in APA style.
- 9.2. Consult the MPA Writing Guide on AsUlearn.

Recommended resources (on AsUlearn):

Assessment rubric for research proposal

FORMAT

Your work should have a proper title, page numbers, and section headings. Include your name and date on top of the first page. Use 12pt font Times New Roman, double-spaced, 1 inch margin pages. All written work should follow the American Political Science Association (APSA) style, found here:
https://drive.google.com/file/d/1OwE_tRy6oqokxr-OYI4teQiNhSI1FceG/view