**IPE 401: SENIOR THESIS SEMINAR**

**Spring 2018**  
TTh 12:30-1:50  
McIntyre 204

Professor Bradford Dillman  
Office: McIntyre 209  
Office Hours: Tu 2-3:30, W 3:30-4:30, and by appointment  
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**Course Description**

As a capstone course for IPE majors, the senior seminar is an opportunity to write and defend a thesis that reflects the breadth of your IPE knowledge and the rigorous analysis of a specific issue. In the first several weeks of the course, we will discuss the research process and expectations for the thesis, drawing upon IPE department guidelines and practical advice from author Charles Lipson. You will also identify a research topic and submit a short proposal. In weeks 4 through 7, you will conduct extensive research on your topic, gather sources, and begin drafting your thesis. You will each meet with me in an individual conference to explain and discuss the progress of your research.

A full draft of your thesis will be due after spring break, followed by another round of conferences to discuss revisions that need to be made. During the final three weeks of the course each of you will do an oral presentation/defense of your thesis and briefly review with me the last revisions you will make. Through individual research, the sharing of ideas in class meetings, and critical discussion, each student will produce a thesis that demonstrates his or her theoretical understanding and application of knowledge about IPE to a significant issue.

**Learning Outcomes**

- Students will formulate clear and convincing written and/or oral arguments.
- Students will demonstrate a strong understanding of, and the ability to use, several of the major theoretical perspectives in IPE.
- Students will demonstrate knowledge of at least one major substantive area within IPE.
- Students will demonstrate mastery of prior research and present arguments and evidence that are informed by previous work.
- Students will apply a social science methodology within their thesis and present data to validate the arguments they make.
- Students will offer findings of value to those interested in the relevant theoretical literature or issue area.
- Students will discuss alternative viewpoints and potential criticisms and counter-arguments.
Course Readings

Expectations

- **WRITING**: Writing assignments *must* be turned in on the due date (unless you provide documentation in advance of legitimate, extraordinary circumstances).

- **PLAGIARISM**: It is your responsibility to be familiar with the Student Integrity Code and UPS’ policies on academic honesty—particularly with regard to the serious consequences for plagiarism—as explained in The Logger and at [http://www.pugetsound.edu/student-life/student-handbook/academic-handbook/academic-integrity](http://www.pugetsound.edu/student-life/student-handbook/academic-handbook/academic-integrity).

- **READINGS**: Please read assigned materials *before* each class in weeks 1 and 2 and on February 22nd. Doing the reading in advance will help you understand the process of writing a senior thesis. Please bring the readings with you to class.

- **OFFICE VISITS**: Your individual conferences with me are important for a successful thesis. Come well-prepared for each conference: complete the expected research in advance; be prepared to ask and answer detailed questions about your argument, sources, and organization; and have a clear vision of how you intend to proceed. Please feel free to schedule other appointments with me throughout the semester.

- You should expect to participate in IPE-related events on campus throughout the semester. And save some time to read regularly a newspaper!

- **OFFICE OF ACCESSIBILITY AND ACCOMMODATIONS**: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253-879-3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

- **BEREAVEMENT POLICY**: Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

- **CLASSROOM EMERGENCY RESPONSE**: Please review university emergency preparedness and response procedures posted at [www.pugetsound.edu/emergency](http://www.pugetsound.edu/emergency). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings. If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.
If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Grading**

93-100 (A), 90-92 (A-) – Excellent  
87-89 (B+), 83-86 (B) – Good  
80-82 (B-), 77-79 (C+) – Satisfactory  
73-76 (C), 70-72 (C-) – Below average  
67-69 (D+), 63-66 (D), 60-62 (D-) – Poor  
Below 60 (F) – Failing

**Performance Measures**

- **Participation, attendance, and contribution to thesis partner (15%).** Attendance and punctuality are required for all class meetings, individual conferences, and thesis presentations. You are expected to give me advance notice of a necessary absence. More than 2 absences will lower your participation grade. A productive and enjoyable seminar relies upon your solid contributions to class discussions, equanimity and respect for fellow students, willingness to provide constructive feedback, and willingness to incorporate feedback from others into your work.
  - ✓ A short thesis proposal is due on (January 30th). It should state the topic of interest, why it is important, initial arguments, and how your senior thesis will be structured. During each individual conference you are expected to explain to me what progress you have made, including databases consulted, sources reviewed, and writing done.
  - ✓ You will form thesis pairs. You should expect to read draft work of a thesis partner and provide timely written feedback to them on their proposal and first draft. Promptly provide me a copy of whatever written feedback you give to anyone or a summary of oral feedback, turned in to me on the dates indicated in the syllabus. Your partner will also serve as lead discussant for your oral thesis presentation.

- **Literature review (15%).** This literature review will be one component of you final thesis, placing your main research question in the already existing literature. Due February 22nd.

- **First draft of your thesis (30%).** This draft should be thorough and complete, reflecting the full scope of your research. It should have a clear hypothesis, address IPE theoretical concerns, and show logical organization. It should also demonstrate the ability to cite properly and follow Chicago-style guidelines (author-date in-text citations). This draft is due March 27th. See “Senior thesis checklist” for criteria.

- **Oral defense of thesis (10%).** You will present (not read) your thesis clearly and succinctly in approximately 15-20 minutes (followed by about 10 minutes of Q&A). A strong defense will
include thoughtful responses to questions and critiques. I will meet individually with you after the defense to briefly go over a “checklist” of final revisions to be undertaken.

- **Final draft of your thesis (30%). Due on May 7th at noon.** It must show evidence of substantial revisions that respond adequately to suggestions and feedback during the course. The final draft should follow guidelines established by the IPE Department (appended to the end of this syllabus). It should reflect your keen knowledge of Lipson’s advice on grammar, spelling, punctuation, effective writing, and Chicago style citation. See “Senior thesis checklist” for criteria upon which your final draft will be graded.
Class Schedule

WEEK 1
Jan 16: Discussion of course objectives, format, and expectations

Jan 18: Research preliminaries
• Read Lipson, chs. 3-5

WEEK 2
Jan 23: Crafting a thesis
• Read Lipson, chs. 6-7

Jan 28: Framing and writing about issues from an IPE perspective
• Read abstracts from some previous IPE theses
• Discussion of literature reviews

WEEK 3
Jan 30: Discussion of thesis proposals (5 students)
• Due: Well-defined thesis proposal addressing these questions:
  ✓ What is your main question or topic?
  ✓ Why is it interesting to audiences and/or theory?
  ✓ What are some of your initial arguments
  ✓ How do you plan to approach your analysis?
  ✓ Initial bibliography with at least 10 sources

Feb 1: Discussion of thesis proposals (4 students)
• Due: Well-defined thesis proposal addressing these questions:
  ✓ What is your main question or topic?
  ✓ Why is it interesting to audiences and/or theory?
  ✓ What are some of your initial arguments
  ✓ How do you plan to approach your analysis?
  ✓ Initial bibliography with at least 10 sources

WEEK 4
Feb 6: Individual conferences
• By this point you should have: met with a reference librarian; ordered SUMMIT books and collected articles; begun writing your literature review; and given some written feedback to your thesis partner about his/her proposal.

Feb 8: Individual conferences

WEEK 5
Feb 13: Individual conferences
Feb 15: Individual conferences
WEEK 6  
Feb 20: Individual research

Feb 22: Literature review due  
✓ Meet to discuss literature reviews  
✓ Read Lipson, chs. 9-10

WEEK 7  
Feb 27: Individual appointments  
✓ Pick up literature reviews from my office

Mar 1: Individual appointments  
✓ Pick up literature reviews from my office

WEEK 8  
Mar 6: Individual research  
Mar 8: Individual research

Mar 10-18: SPRING BREAK

WEEK 9  
Mar 20: Individual research  
Mar 22: Individual research

WEEK 10  
Mar 27: Due: Full draft of the senior thesis  
Mar 29: 2nd round of individual conferences to assess drafts  
• By this point you should have given written feedback to your thesis partner about his/her draft.

WEEK 11  
Apr 3: 2nd round of individual conferences  
Apr 5: 2nd round of individual conferences

WEEK 12  
Apr 10: Continue revisions  
Apr 12: Continue revisions

WEEK 13  
Apr 17: Oral presentations  
• Meet with me the day after your presentation to go over a checklist of revisions you need to accomplish. Your thesis group partner should give you feedback on your presentation within a day of your presentation.
Apr 19: Oral presentations

**WEEK 14**
Apr 24: Oral presentations
Apr 26: Oral presentations

**WEEK 15**
May 1: Finish revisions

May 7: Senior thesis is due at noon (Monday)

**NOTES:**
- This syllabus is subject to change.
- Selected IPE theses from 2012 to 2017 can be read in their entirety at [http://soundideas.pugetsound.edu/ipe_theses](http://soundideas.pugetsound.edu/ipe_theses).
Guidelines for the IPE Senior Thesis and Thesis Defense

These are the official guidelines for the IPE senior thesis. The first section answers frequently-asked questions about the structural elements of the thesis (length, style, etc.). The second section discusses the content of the thesis. The final section discusses the thesis defense (the public presentation of the thesis).

1. Thesis Structure and Format

The IPE Senior Thesis should be a substantial work of student research that demonstrates the rigorous and focused analysis of a question or problem in International Political Economy.

Theses should be thorough but focused. Theses are typically 15-25 single spaced pages in length, including references and bibliography. Each thesis should have the following required components:

- **Title Page**
- **Abstract** (200 words). States the research question and thesis simply, briefly, and directly.
- **The body of the thesis.** References should be consistently presented using the *Chicago Manual of Style* format. Spelling, grammar, punctuation, and style “count.” Above all, do not plagiarize (see the academic handbook in *The Logger* for a discussion of plagiarism).
- **Works cited.** A list of books and articles cited in the thesis.

You are required to use the Chicago style for all written work in this course. Moreover, you must use the “author-date” system (i.e., parenthetical citations rather than footnotes or endnotes). Collins Library provides a quick guide and online access to the entire Chicago Manual of Style at [http://research.pugetsound.edu/citation](http://research.pugetsound.edu/citation).

The **Title Page** should include the following items:

The Title of your thesis

Your full name

And the words

A Senior Thesis submitted in partial fulfillment of the requirements for the degree of

Bachelor of Arts in International Political Economy

University of Puget Sound

Date
The title page is unnumbered. The page immediately following the title page should be the abstract page. At the top of the page, “Abstract” should be centered and underlined. The abstract text should be single-spaced and left-justified.

The body of the thesis must use one-inch margins and Times New Roman 12-point font. Pages in the body of the thesis must be numbered. Text is single-spaced with one space between paragraphs.

Save your digital thesis as one single document that includes all parts of the thesis: title page, abstract, text, and references.

The name of your thesis file should be your full name (e.g., BillyWilder.doc). The file should be saved in MS Word as either a .doc or .docx file.

You must submit your thesis electronically as an attachment to me at bdillman@pugetsound.edu.

2. The Content of the Thesis

<table>
<thead>
<tr>
<th>thesis (thē’sīs) noun</th>
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<tbody>
<tr>
<td>1. A proposition that is maintained by argument.</td>
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<tr>
<td>2. A dissertation advancing an original point of view as a result of research, especially as a requirement for an academic degree.</td>
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<tr>
<td>3. A hypothetical proposition, especially one put forth without proof.</td>
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<tr>
<td>4. The first stage of the Hegelian dialectic process.</td>
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[Latin, from Greek, from tithenai, to put. Sense 5 and 6, Middle English, from Late Latin, lowering of the voice, from Greek, downbeat, from tithenai, to put.]

- The IPE thesis requirement is based upon the first two definitions above. The thesis (definition 2) is a work of research that advances an original point of view. That point of view is the thesis (definition 1) itself -- really it is the point of the whole exercise. A thesis lacking proof and evidence is still a thesis according to the dictionary (definition 3), but it will not satisfy the IPE graduation requirement. Although the standards for the IPE thesis are set relatively high by design and intent, bear in mind that an undergraduate thesis is not so much the end of a line of inquiry as it is the beginning of a lifetime of independent learning (definition 4). A good thesis will raise many new questions as it attempts to provide a clear answer to the thesis problem.
• The thesis must take a specific stand that is supported by argument and evidence. The best theses both make the positive case for their point of view and also anticipate and discuss alternative viewpoints and potential criticisms and counter-arguments.

• The thesis statement is not a description of what the thesis studies; it is a statement of the conclusion that the thesis draws.

• The body of the thesis should have a clear organization, making good use of headings to communicate to the reader the outline of the paper.

• The body of the thesis should begin with a clear statement of the thesis problem, its significance, and a direct statement of the thesis itself. You simply cannot be too clear and too direct in this regard.

• The body of the thesis should end with a conclusion. The conclusion should reiterate the thesis argument, summarize the evidence presented to support the thesis, discuss the implications of this work, and consider future research topics that the thesis suggests.

• The body of the thesis should include a literature review, an analysis of previous research on the thesis problem. The best theses demonstrate mastery of prior research and present arguments and evidence that are informed by previous work.

• Although there are many ways to structure the body of the thesis, one particularly strong organization is to present the thesis problem (summarizing previous research), consider IPE theories (and theories from politics, economics, and sociology) that bear on this problem, and then to argue in support of the thesis statement using evidence from a particular case study or example.


• Each IPE student must present an oral defense of his or her thesis. The thesis defense or presentation normally takes place in the IPE 401 seminar during the final weeks of the semester. The thesis defense is open to the public and students and professors often attend them. They are, therefore, a matter of serious concern.

• The thesis defense is usually a relatively formal presentation of high quality. It is important that the thesis statement and argument are presented clearly and coherently and that the evidence in support of the thesis is clear as well. It is not unusual for students to use printed outlines and graphic devices to help communicate key points.

• It is common for the IPE 401 professor to assign one or two students to act as "discussants" who comment on the research and ask relevant questions.

• One of the most important purposes of the thesis defense is to generate constructive criticism of student research. The final draft of the thesis should reflect relevant comments and criticisms and attempt to integrate them into the body of the thesis.
### Senior Thesis Checklist

<table>
<thead>
<tr>
<th><strong>Link to IPE</strong></th>
<th>The topic chosen and theories discussed should be appropriate for IPE analysis. The link to an IPE topical area should be explicitly established if not completely obvious.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central question</strong></td>
<td>The thesis paper should clearly identify a central question. The best questions are specific rather than general, and produce an answer that is multifaceted (i.e., not simply “yes” or “no”) and open to disagreement. A good question is one that produces answers with which reasonable scholars can disagree.</td>
</tr>
<tr>
<td><strong>Thesis statement</strong></td>
<td>The thesis statement is not a description of what the thesis studies, but rather a statement of what you will argue in the thesis. Refrain from “should” statements until the problem is explained and supported by evidence. The thesis statement is essentially the answer to your central question.</td>
</tr>
<tr>
<td><strong>Quality of argument and evidence</strong></td>
<td>The thesis must take a specific stand that is well supported by argument, evidence, and data. Evidence should be informed by the previous work of others. The best thesis papers strive to incorporate an interdisciplinary element, drawing on political, economic, and sociological data, with attention to global interactions. Case studies should be used analytically, not descriptively, providing evidence in support of the argument.</td>
</tr>
<tr>
<td><strong>Alternative viewpoints</strong></td>
<td>The best thesis papers both make the positive case for their point of view and also anticipate and discuss alternative viewpoints and potential criticisms and counter-arguments.</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td>The main theory or theories discussed should be appropriate to the central question under consideration. That is, the theory should provide a general explanation of some significant aspect of an IPE problem and raise questions for further investigation. Relevant IPE or issue-specific theories used to explain the problem or assist in your research should be discussed in a theory section, or, intermittently throughout the paper.</td>
</tr>
<tr>
<td><strong>Literature review</strong></td>
<td>The thesis paper should include a summary of previous research on the issue or problem. The best thesis papers demonstrate mastery of prior research and present arguments and evidence that are informed by previous work.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The body of the paper should have a clear organization, making good use of headings to communicate to the reader the outline of the paper. The organization of the paper should be determined by the thesis and the need to argue it effectively. Information that is unrelated to the thesis should not appear in the paper.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction should efficiently introduce the question that the paper will address, establish the context of the analysis, and present the thesis statement.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion should reiterate the thesis argument, summarize the evidence presented to support the thesis, discuss the implications of this work, and consider future research topics that the thesis suggests.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>The thesis paper should be well written, free of spelling and grammar errors, and feature complete sentences and well-crafted paragraphs.</td>
</tr>
<tr>
<td><strong>Paper format</strong></td>
<td>The thesis paper should closely follow the guidelines for the format of the paper (i.e., length, font-size, title page, etc.), including guidelines for footnotes and bibliography (see syllabus).</td>
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