Political Science/International Relations 194HA
Honors Thesis Seminar
Fall 2019
Wednesdays 12:10-2pm in Kerr 693

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POL/IRE 194H offers students a rare opportunity to develop and undertake their own original research on a topic of their choosing. Because of the difficulty of doing this successfully, this is a two-quarter course intended for high achieving and motivated students.

During the first quarter students will focus on the development of a research prospectus. During the second quarter students will conduct their research and write their theses. All aspects of the thesis process will be supervised by a faculty member. ***This class is not a substitute for working with your advisor.*** Successful completion of a thesis depends on students investing substantial time and effort over the course of both quarters. Students who complete a thesis are eligible to graduate with "high" or "highest" honors.

Grading: This is a deferred grading course, with one grade given for the entire sequence upon completion of the honors thesis. Final grades are based on the thesis (70%), spring and fall quarter assignments (20%), and seminar participation (10%).

Readings: There are no required books to purchase for this course. Most of the readings will be posted to Canvas ("Reading" folder in the "Resources" tab), or are easily available on JSTOR or Google Scholar.

Seminar Participation: Students are expected to complete all of the assigned reading before class and to actively participate in seminar discussions. In addition, toward the end of the quarter we will increasingly be discussing students' proposed research. I expect critical, but courteous and constructive, comments and discussion about your fellow students' projects.

Using the Syllabus:
- Pp. 2-7 of this syllabus serve as a reference guide for the details of completing the project. Please read this at the start of the quarter and refer back to it as questions arise.
- Pp. 9-13 provide the details for each week
- The final pages give details on what you should include in the final product due at the end of this quarter.

Key Course Information

Course material:
- There is little assigned reading in this class. However, <mark>it is important to your success in the course that you do that assigned reading and come to class prepared to discuss it and how it relates to the process of writing a thesis.</mark>
- You should be spending A LOT of time reading the appropriate literature on your potential topics and working through ideas for your topic.

Faculty advisors:
- Your faculty advisor must be a regular tenured or tenure-track faculty member on the UC Davis campus. Political Science majors must have a Political Science faculty member for their advisor.
- Your advisor need not have expertise in your specific project, but his/her research and/or teaching interests must generally overlap with your project. Please see me immediately if this is a problem.
- The aim of the course is to help you develop a high-quality paper. To this end, <mark>it is essential that you get regular feedback from faculty advisors</mark>.

Correspondence:
- Please remember that your emails with your professors and advisors are professional correspondence. They should be crafted as such. Among other things, you should avoid opening your message with "Hey" (which should be reserved for casual messages between friends).

Grades/Honors:
- <mark>Only students with the requisite GPAs (both overall and in the major – both calculated upon completion of all coursework at graduation) are eligible for any form of honors. Be sure to see the Political Science or International Relations advisor to ensure that you have the requisite GPA</mark>.
- The Political Science and International Relations advisors have the specific details and you should confirm with them. My understanding is that students eligible for Honors are awarded:
    - **High Honors** if they earn a letter grade of A- or higher on the Honors Thesis;
    - **Highest Honors** if their Political Science or International Relations GPA (upon completion of all coursework at graduation) is 3.85 or higher and if they earn an A on the Honors Thesis.

Experiments
- Please talk to me early if you plan to do an experiment. If you plan to do an experiment for the class, there is substantial administrative approval that you will need to get. If you are going to do an experiment, we will need to start dealing with this ASAP.

No Laptops/Tablets/Phones/etc. in Class
- Electronic devices – laptops, tablets, phones – appear to hinder learning in a classroom setting. Thus, I ask that you resort to old-school paper copies of journal articles and old-

school pen-and-paper note taking. In other words, please do NOT use your laptop (or tablet or smartphone or any other electronic reading device) in class. If you have a particular learning style that is particularly benefitted by looking at articles on a screen or typing your notes, please feel free to talk with me and I will be happy to consider an exception. And please silence your phones.

- **Please do not have your phones out in class at all.**

General Advice

- To do well on your thesis you will need to get to work on your project immediately and not fall behind on the course assignments. This is a rigorous course. Be sure to take it seriously.
- Do not take critiques personally!!! The aim of the entire faculty is to help you constantly improve your work and create the best research that you can. To this end, we will repeatedly – and, at times, very bluntly – criticize your work. When confronted with these critiques, some students feel hurt and, at times, angry and defensive. I urge you not to fall into that camp. Critiques are part of research projects, and are designed to make you a better researcher!
- In the past, I have noticed that students worry about upsetting me by turning in work late, missing meetings, or turning in subpar work. Please note that I really want to help you on your thesis, but I certainly don't get upset if you are unable to take advantage of my assistance. That being said, unless we discuss it well in advance, I am unwilling to accept late work or reschedule missed meetings.
- Work together: The thesis is not a competition! The more you all help each other, the more everyone's work will improve.

Assignments

Final Paper/Prospectus: See the end of the syllabus for details on the paper/prospectus.
- Fall draft of the first part of your thesis is due by 11am on Monday, December 9 in Professor Scheiner's mailbox & at Canvas, but due to your advisors by whatever deadline they set.
    - 7-15 pages (double-spaced) of text (not including tables / figures / appendices / bibliography, all of which should also be in the paper)
    - **(The final thesis (due at the end of Winter Quarter) should be 10-30 pages of text.)**
- Please note that the most important task here is NOT that you provide convincing evidence for your theory. Rather, your job is to put together a compelling research question that you address in a convincing way with a careful research design. You want to be intellectually careful and honest. In essence, **you are being evaluated on your ability to compose a professional-style paper with a professional research design**. So, of course null results (i.e., that don't show a clear finding one way or another) are fine!

Weekly Reading and Writing Assignments (see the assignments listed under each week below in the syllabus and in the Assignments tab at Canvas):

Poster Session and Power Point Style Presentations (both near the end of Winter Quarter – information to come)

Writing

Format:
- <mark>Unless otherwise noted, all written assignments must be double-spaced and typed, have 1-inch margins (not the MS Word default). Please proofread carefully. (I have little patience for typos/missing words/poorly constructed sentences, nouns-pronouns that don't match, etc.)</mark>
- **If you can, please make the electronic submission of the paper in Word.** If that is not possible, then PDF.

Strong recommendation:
I am constantly struck by how often authors forget the important lessons we learn from some excellent (and short) papers that lay out some simple rules for writing social science research papers. Prior to sitting down to write the final paper both in the fall and the winter, please spend 20 minutes re-reading the following:
- http://blogs.lse.ac.uk/writingforresearch/2017/07/17/how-to-write-paragraphs-in-research-texts-articles-books-and-phds/
- Caltech Rules
- Stimson, "Professional Writing in Political Science: A Highly opinionated Essay"
- Boydstun "The Ten Elements of a Good Research Project"

Structure of the paper:
- Students' final papers absolutely, positively should use the structure laid out in the above essays (and discussed in greater detail at the end of the syllabus).
- The exception here is for students who are working on a political philosophy paper. In that case, you should follow the guidance of your advisor.

Formatting issues to watch out for:
- <mark>Use page numbers whenever you submit something longer than one page.</mark> (Papers without page numbers drive me insane.)
- Include a separate cover page
  - The title page should include:
    - your name,
    - title
    - course,
    - assignment,
    - the date.
  - The cover page should not have a page number on it and does not contribute to the total number of pages in the paper.
- P. 1 of your numbering should be the same page as your introduction.

Bibliography and Citations:
- Please include a bibliography (whenever you have citations) at the end of your work. List your work in the following format:
  - Book:

- Cox, Gary W. 1997. *Making Votes Count: Strategic Coordination in the World's Electoral Systems*. New York: Cambridge University Press.
- Cox, Gary W., and Jonathan N. Katz. 2002. *Elbridge Gerry's Salamander: The Electoral Consequences of the Reapportionment Revolution*. New York Cambridge University Press.
    - Journal article:
        - Cox, Gary W. 1996. "Is the Single Nontransferable Vote Superproportional? Evidence from Japan and Taiwan." *American Journal of Political Science*, 40:740-55.
    - Chapter from edited volume:
        - Curtis, Gerald. 1992. "Japan." In David Butler and Austin Ranney (eds.), *Electioneering: A Comparative Study of Continuity and Change*, pp. 222-43. Oxford: Clarendon Press.
- For citing work: unless you have a very good reason for doing something different, please use parenthetical citations, rather than footnotes:
    - If you are citing an idea, but not quoting:
        - Presidentialism has a consolidating effect on parties and tends to lead to two-party competition (Cox 1997).
    - Citing, but not quoting, and you have a specific page number to point to:
        - A number of countries maintained large public sectors (Kitschelt 2000: 862-3).
    - Multiple citations to support a given idea:
        - (Dachs 1996; Muller 2000)
    - Quoting (2 approaches – and you can do these with the above citing but not quoting points):
        - "it led to many more things" (Author 1996: 248)
        - As Author (1996: 248) notes, "it led to many more things."
            - Note that the period here goes INSIDE the quotation mark.
- If you have any footnotes (e.g., an idea you want to put in a footnote), please use footnotes and not endnotes. When you do use footnotes, the footnote marker should go outside the final punctuation at the end of the clause or sentence.

Things to look out for in your writing:
- It is TOTALLY FINE to write in the first-person-singular (i.e., "I").
    - It's totally fine to write things like "I argue" or "I analyze."
    - (But don't say "I think." Who cares what you "think"? What matters is what you can convincingly argue.)
- Generally use an active voice (not passive) in your writing.
    - See https://writing.wisc.edu/handbook/style/ccs_activevoice/
    - For example:
        - ***Passive (not a great sentence):*** *It was earlier demonstrated that heart attacks can be caused by high stress.*
        - ***Active (better sentence):*** *Researchers earlier showed that high stress can cause heart attacks.*
- Match your nouns and pronouns. From https://ruthlesseditor.com/grammar-accord-help-your-nouns-pronouns-agree/

- o Example 1:
  - ▪ ***mismatch:*** *A patient* (singular) should feel comfortable with *their* (plural) physician.
    better: *Patients* should feel comfortable with *their* physician.
- o Example 2
  - ▪ ***mismatch:*** Most experts say that as *a baby* (singular) grows and matures, *they* (plural) start sleeping longer at night.
    better: Most experts say that as *babies* grow and mature, *they* start sleeping longer at night.
- When using "different" to make a comparison, you'll usually want to say "different FROM," NOT "different THAN."
  - o This is not a universal rule, though. See the following for more information on the distinction: https://www.grammar.com/different-from-vs-different-than/

Shorthand I will use in my comments on your writing:
- Awk: Awkward phrasing. Rephrase.
- Frag: You only wrote a sentence fragment. Rephrase to make it a complete sentence.
- Runon: This is a run-on sentence. Rephrase.
- Citation: You need a citation for this statement.
- Passive: You are writing in the passive voice. It should be rephrased to active voice.
- Noun-pronoun: Your noun and pronoun are not matching.

If you are writing a paper with quantitative analysis and are running a regression:
- **FYI: I believe that we will have a consultant available to help anyone who is interested in using the R quantitative software package. I am hoping to have the consultant present a first-cut tutorial in the Fall, but it may get pushed to early Winter Quarter.**
- When you set up your independent variables, be sure to indicate what direction (positive or negative) you expect the coefficient on the variable to be. (This is important to setting up your hypotheses.)
- In the Reading folder under Files at Canvas, I place an article by Moser and Scheiner. If you run a regression and produce the results in a table, I encourage you to follow the same format as Moser and Scheiner Table 1 (p. 270):
  - o For a given regression that you run, create a column where for each independent variable you indicate the coefficient for the variable and then below the coefficient put the standard error in parentheses. You can also use * if you like to indicate levels of statistical significance. At the bottom of the column list the N (# of observations) and the R-squared.
  - o For example, for the Germany dependent variable in Table 1, the coefficient on the Incumbent variable is 0.011 and the standard error is 0.002. Because the coefficient is significant with a p-value of under .01, I add ***. I list coefficients/standard errors for multiple other independent variables there. Then at the bottom I note that the number of observations is 1,550 and the R-squared is 0.652.
  - o Be sure to also list the coefficient/standard error for the Constant/Intercept.

Important UCD Information for You

<u>The campus requires that I notify you of the following:</u>
- The requirement to include "notice of the Code of Academic Conduct" on all undergraduate and graduate course outlines (syllabi) per Regulation 537. You can provide notice on your syllabi however you prefer; it can be as simple as including a link to the [Code's webpage](#).
- The authority for instructors to assign a student a maximum grade penalty of "F" for a course—as opposed to an "F" only on the examination or assignment in question—when "academic misconduct is admitted or is determined by adjudication to have occurred," per Regulation 550.

<u>Academic Participation Requirements for Students</u>
Last year the U.S. Department of Education determined that UC Davis needed to institute additional measures for validating that students participate in their registered classes. To comply with this mandate, in September 2018 the campus will require students to verify that they have begun each course for which they are registered via the Academic Participation program. This program also encourages students to acknowledge their responsibilities regarding academic integrity and the Code of Academic Conduct, reinforcing our campus culture of honesty.

MyUCDavis will notify students online and through email on the first day of instruction to complete their Academic Participationverification no later than the quarter add deadline – for fall 2018 that date is October 11, 2018. Failing to verify academicparticipation by this deadline may result in a reduction of the student's financial aid award. We call upon faculty and staff to assist in communicating this new requirement to students. A few examples of how to do this include:

- Faculty may include the link [participate.ucdavis.edu](#) in their syllabus, on Canvas, and discuss the requirement on the first day of class.

- Advisors and other staff could send additional notices to their students, and remind them during advising appointments.

For more information please visit [participate.ucdavis.edu/faculty](#), or [contact an expert](#).

Class Dates, Topics, and Assignments

The reading listed for a given class session is the reading you should do prior to that day.

ASSIGNMENT FOR EVERY DAY: CHECK YOUR UCD EMAIL EVERY DAY SO THAT YOU WILL RECEIVE ANY UPDATES TO THE COURSE.

1. September 25: Intro, Organization, & Honing Your Topic
- Read over the syllabus carefully before class.
- Please ask questions about the course and all assignments. Be aware of upcoming assignments.
- We will go over the requirements for writing an honors thesis and discuss writing a prospectus. Students will introduce themselves, their topic, and provide the name of their faculty advisor.
- Please talk to me early if you plan to do an experiment. If you plan to do an experiment for the class, there is substantial administrative approval that you will need to get. If you are going to do an experiment, we will need to start dealing with this ASAP.

Today we will discuss the following:
Good research topics are manageable but also address some concern of larger importance. In this session, we will discuss how to find the right balance between a manageable topic and a topic that is important. To do this, we will read some examples of research articles. For the following articles, be prepared to discuss the following: (a) What is the main research question?, (b) What are the main hypotheses?, (c) How did the author research their question?, (d) What is the "Big Issue" the paper addresses?

The articles to read before class are:
1. Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review*, 97: 75-90.
2. "Honors Thesis 2014" (an honors thesis from a student in this course in 2014)
3. Also read:
    a. Charles Lipson *How to Write a Thesis* (http://www.charleslipson.com/How-to-write-a-thesis.htm)
    b. pp. 1-2 of Boydstun's "The Ten Elements of a Good Research Project"

Focus on Items #1 and #2 for now. You should refer to his Lipson and Boydstun throughout the thesis process.

Also, you should begin working on the following assignments:
- Start working on the first assignment (**due by 9am on Friday, 10/4 at the Assignments tab at Canvas**): Prepare a 1-page Research Proposal. (This will be a concise, updated version of your application.)
- At Canvas, sign up for a meeting with me to discuss the proposal briefly on **10/9**.

- o Please discuss this proposal with your advisor as early as possible and definitely prior to our **10/9** meeting to discuss it.
- At Canvas, sign up to meet with me on **ONE** of the following two dates:
  - o **10/30**: if you sign up for this date, you are in **GROUP A**. You will also meet with me at the same exact time on **11/13**.
  - o **11/6**: if you sign up for this date, you are in **GROUP B**. You will also meet with me at the same exact time on **11/20**.

2. October 2: Defining Your Question, Political Theories, and Research Topics

Today, we will discuss the link between research questions, research topics, theories/models, and hypotheses. Note, also, the critical role of mechanisms and processes in theories.

- **First read:** http://blogs.lse.ac.uk/writingforresearch/2017/07/17/how-to-write-paragraphs-in-research-texts-articles-books-and-phds/
- **Assignment:**
  - o <mark>**Due by 9am on Friday, 10/4 at Canvas**</mark>, Research Proposal.
  - o <mark>**Before Wednesday, 10/9**</mark>, meet with your advisor to discuss the proposal.
  - o I will meet very briefly with each of you next week to discuss your proposal.
- **Reading for today:**
  - o Lave, Charles, and James G. March. 1975. *An Introduction to Models in the Social Sciences*. New York: HarperCollins, Ch1&2: pp. 2-42.
  - o Elster, Jon. 1989. *Nuts and Bolts for the Social Sciences*. New York: Cambridge University Press. Chapters I & II (pp. 3-21).

3. October 9: 1-on-1 Meetings (10 minutes each) in my office to discuss your proposal
- You should already have signed up for this at Canvas.
- Be on time. If you are late or miss the meeting without advance planning, we can't reschedule.

4. October 16: Research Design

Among other things, we will consider potential advantages and pitfalls of using a small number of cases and of using a large number of cases.

Also, think about Donald Rumsfeld's (February 12, 2002) comment that "As we know, there are known knowns. There are things we know we know. We also know there are known unknowns. That is to say, we know there are some things we do not know. But there are also unknown unknowns, the ones we don't know we don't know."
   What does that mean and how does that apply to doing social science research?

- **Assignment:** Prepare a bibliography with at least 10 sources. Your advisor can be a big help in pointing you toward important research on your topic. I will create an "Assignment" at Canvas where you can turn this in.
- **Reading:**
   o Arend Lijphart. 1971. "Comparative Politics and Comparative Method," *APSR* 65(3):682-93.
   o Robert W. Jackman, "Cross-National Statistical Research and the Study of Comparative Politics," *AJPS*, 29 (1985), 161-82.
   o Snyder, Richard. 2001. "Scaling Down: The Subnational Comparative Method." *Studies in Comparative International Development*, Spring 2001, Vol. 36, No. 1, pp. 93–110.

5. October 23: Using/Discussing Previous Literature & Basic Stats Interpretation/Presenting Quantitative Results

What is the purpose of presenting previous literature in research papers? What are the best ways to present previous literature? What should you include? What shouldn't you include?

How do we interpret the results of regressions/t-tests? How should we present our quantitative results (tables/figures/language)?

- **Assignment:** Meet with your advisor to finalize your topic and your research question.
- **Reading:** Note that these readings are designed for graduate students, but the lessons are the same for Honors Thesis undergraduates.
   o Caltech Rules
   o Stimson, "Professional Writing in Political Science: A Highly opinionated Essay"
   o Boydstun, "The Ten Elements of a Good Research Project"

6. **October 30:** <mark>Group A</mark> **1-on-1 meetings with me to discuss 4-page proposal**
   - **Assignment (<mark>due by 10/28 (M), 10am</mark>):** Provide a 4-page proposal of your research question and research design. **Due at the Assignment tab in Canvas.** *The proposal should answer the following questions.*
     - What is your primary research question? What is your central hypothesis?
     - What methodology do you plan to use? Quantitative analysis, narrative analysis, case studies, textual analysis, etc.? How do you plan to use the evidence you collect?
     - What evidence would convince others that you have confirmed your hypothesis and provided significant support for your theory? What evidence would leave you unable to confirm your hypothesis? What evidence would convince you that not only have you been unable to confirm your hypothesis, but that your theory is in fact an inaccurate depiction of reality?

<mark>*****Group A: Get to work early on your next assignment AFTER THIS ONE. Because of the Veteran's Day holiday, it will be due by 11/8 (F), 10am**</mark>

7. **November 6:** <mark>Group B</mark> **1-on-1 meetings with me to discuss 4-page proposal**
   - **Assignment (<mark>due by 11/4 (M), 10am</mark>):** Provide a 4-page proposal of your research question and research design. **Due at the Assignment tab in Canvas.** *The proposal should answer the following questions.*
     - What is your primary research question? What is your central hypothesis?
     - What methodology do you plan to use? Quantitative analysis, narrative analysis, case studies, textual analysis, etc.? How do you plan to use the evidence you collect?
     - What evidence would convince others that you have confirmed your hypothesis and provided significant support for your theory? What evidence would leave you unable to confirm your hypothesis? What evidence would convince you that not only have you been unable to confirm your hypothesis, but that your theory is in fact an inaccurate depiction of reality?

8. **November 13:** <mark>Group A</mark> **1-on-1 meetings with me to discuss Literature Review & Updates**
   - **Assignments (<mark>due by 11/8 (F), 10am</mark>): Due at the Assignment tab in Canvas.**
     - Updated proposal based on our previous meeting. If using Word, please use Track Changes in your revisions so that I know specifically what you have changed and what you have not.
     - Write a 4-page literature review based on at least 6 of the readings from your bibliography. *The literature review should answer the following questions:*
       - How have other scholars tried to answer your research topic?
       - What are the competing schools of thought? Key disagreements? Debates?
       - According to scholars, what are the range of factors that shape the outcome you are studying?

9. **November 20:** ==**Group B**== **1-on-1 meetings with me to discuss Literature Review & Updates**
   - **Assignments (**==**due by 11/18 (M), 10am**==**):** **Due at the Assignment tab in Canvas.**
     - Updated proposal based on our previous meeting. If using Word, please use Track Changes in your revisions so that I know specifically what you have changed and what you have not.
     - Write a 4-page literature review based on at least 6 of the readings from your bibliography. *The literature review should answer the following questions:*
       - How have other scholars tried to answer your research topic?
       - What are the competing schools of thought? Key disagreements? Debates?
       - According to scholars, what are the range of factors that shape the outcome you are studying?

==**November 27: Day before Thanksgiving – No Class**==

10. **December 4: TBD (probably Office Hours)**

==**Final Prospectus due by 11am on Monday, December 9 in my mailbox & at Canvas.**==
==**But due to your advisors by whatever deadline they set.**==

Final paper/prospectus for POL/IRE194HB

Assignment:
The final paper for this class will be the "front-end" of your research paper that will be due at the end of POL/IRE194HB. It should be as if you were writing the paper for POL/IRE194HB and then decided to stop after setting up your hypotheses.

Please note: The most important task here is NOT that you provide convincing evidence for your model. Rather, your job is to put together a compelling research question that you address in a convincing way with a careful research design. You want to be intellectually careful and honest. In essence, you are being evaluated on your ability to compose a professional-style paper with a professional research design. So, of course null results are fine!

You should include:
- First reread: The information I provide on writing early in the syllabus. You should re-read the below also.
  - http://blogs.lse.ac.uk/writingforresearch/2017/07/17/how-to-write-paragraphs-in-research-texts-articles-books-and-phds/
  - Caltech Rules
  - Stimson, "Professional Writing in Political Science: A Highly opinionated Essay"
  - Boydstun "The Ten Elements of a Good Research Project"
- Introduction:
  - What is the research question?
  - Why is this research question interesting/important?
  - What is the puzzle?
  - What is your thesis?
  - How will you test it?
- Literature
  - What does the literature tell us about the research question?
  - Why is the literature insufficient?
- Theory
  - Explain your tentative model, which you are offering to answer your research question
  - Be sure to include clear step-by-step mechanisms
  - What justifies your model?
  - Is it clear how your theory builds off existing literature?
- Design & Hypotheses/Expectations
  - What data you will use and how you will obtain the data?

- - - Describe the data clearly
      - What is the unit of analysis?
      - Time period?
      - Sample size?
      - Probably include tables/figures with descriptive statistics
    - Justify your choice of data (why these and not others?).
    - What variables will you use and why? Why not others?
  - If doing quantitative analysis, what kind of techniques will you use? Why? Potential shortcomings with these techniques?
  - What are observable/testable implications of your model?
  - What is your research design? How will you evaluate/test your model?
    - Why is your research design helpful? What types of conclusions will it allow you to draw? Causation? Mechanisms? Generalizations?
  - Expectations
    - Indicate what you expect to find from your hypothesis tests (or, alternatively, explain what results you could get that would tell you that you were wrong).
      - If doing quantitative tests, what do you expect to see? Direction of coefficients? Statistical significance? T-tests? What expect?
    - Explain what different results would mean for your model.
      - Would certain results offer evidence in support of your model?
      - What would a null result suggest?
      - What results would suggest that your model is wrong?
      - Would certain results be indeterminate in terms of evaluating the accuracy of your model?
    - Might alternative models explain each of these results as well?
- Do you have any results to report at this time?
- Self-critiques & Other
  - Be sure to note potential concerns that readers might have with your design and your ability to draw conclusions from your results.
  - Can you do additional empirical tests for robustness purposes?
- Timeline
  - What is your timeline for the completion of this project? Please be aware that the final, final, totally complete draft of the paper is due in early March.