**Spring 2019**

**SISU-306**

**Monday and Thursday, 8:10 – 9:25 am**

**Office Hours: Mondays 1:30 to 5:30 (or by appointment)**

**Professor Joseph Torigian**

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**Course Overview**

This course teaches students how to formulate a qualitative research project, find and evaluate exciting relevant primary sources, and analyze those sources as they produce an original research project. We begin with a discussion of the special and unique advantages of qualitative methods and historical analysis, especially case studies and process-tracing. Students then learn how to bring out their inner detective by using libraries, the National Archives in College Park, MD, digital archives, interviews, personal papers, oral histories, memoirs, and more. The course also includes tutorials on how to do a Freedom of Information request, the ethics of research and formal steps such as institutional review board (IRB) approval, how to organize and protect information, and how the intelligence community makes evaluations. The final research project demonstrates the student's ability to find new material, use it to change how we think about a historical event, and explain what that means for how we think about the nature of politics.

**Course Objectives**

This course will…

* Provide opportunities to apply the research methods and methodological choices covered in SISU-206.
* Provide opportunities for the focused investigation of an international affairs topic of your choice.
* Help you see the value of focused, sustained, and systematic research on a topic.
* Improve your understanding of research methods and methodology in international affairs.
* Encourage you to become a critical, reflective consumer and producer of research

**Learning Outcomes**

Students who successfully complete the course will be able to:

* Articulate a research question appropriate for international affairs research.
* Design and write a methodologically sound research design.
* Design and execute an individual research project.
* Obtain and incorporate information appropriate for an international affairs research project.
* Present findings from a research project in written form.
* Present findings from a research project in oral form.

**Course Textbook**

* Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (3rd ed.), Chicago: University of Chicago Press, 2008

**Requirements**

*Attendance*: 15%

*Research Design Paper:* 20% (February 14)

*Literature Review:* 10% (March 4)

*Research Note:* 10% (March 25)

*FOIA Request:* 10% (April 18)

*Final Project In-class Presentation*: 10%

*Final Project Written Submission:* 25% (May 5)

*Attendance:*

Each class will include discussion of the lecture and reading materials. Students are expected to be able to discuss the readings. Many classes will include structured debate, so come prepared! Occasionally, I will use an app on my phone to randomly select students to answer questions about the reading. Questions asked in this way will not be “gotcha” questions: if you did the reading, you will be able to answer the question.

Every unexcused absence after the first will lead to a lower grade for participation (from A to B or B to C). Please let me know beforehand if you must miss class for personal reasons like illness, family or personal emergency, religious observance, or mandatory event.

No cell phones are allowed in class. Laptops are fine, but only if they are used to take notes.

For information on how class participation is graded, please see:

http://assessment.arizona.edu/sites/default/files/OralCommunication.pdf

*Research Design Paper*:

Your research design paper explains your research question, how it relates to theory, why the empirical substance is important, and what sources you plan to use for your research. Most importantly, please explain why your question is puzzling and why investigating that puzzle will teach the world about how the world works. (2,500 to 3,500 words)

*Literature Review*:

Your literature review will critically assess both a) the relevant theories and b) the historiography of the event(s) you wish to research. Do notsimply summarize the literature and those previous historical treatments. With regards to theory, you should analyze the strengths and weaknesses of the extant literature and point to potential gaps and unanswered questions. With regards to the review of the historiography, you should explicitly point to differences in interpretation and address why those differences might be there, as well as compare the source material in those accounts. (2,500 to 3,500 words)

*Research Note:*

Once during the semester, you will provide me with a handful of source material (archival documents, memoirs, public government statements, interview notes, etc.) Please explain specifically why those materials are important and how they relate to your research project. How do these findings affect your next steps and your original thinking on the topic? What new directions do they point you to? What surprises you? (2-3 pages not including original material)

I will give you one day off during the semester for you to travel somewhere like the Library of Congress, the National Archives in College Park, or the Library of Congress, or to conduct an interview with someone downtown. Your research note should include material based on this field trip.

*FOIA Request*:

This assignment consists of submitting one Freedom of Information request. We will discuss in detail how to make such a request. If you write a letter, you must provide me with said letter. If you submit the request electronically, you must provide me with all the information you submitted online.

*In-class Presentation:*

In class, you will be given the opportunity to clearly explain your question, why it’s important, how the answer relates to theory, the nature of your sources, and future research directions to solve questions you are still not sure about. The grade will also be based on your comments and questions for the presentations of other students. Finally, you will be evaluated partly based on the quality of the presentation itself, including PowerPoint, clarity, and ability to engage with audience.

Instead of asking you all to sit through every single presentation, I will cancel the last day of class and ask you to instead schedule another day, with about six or seven other students, where you will present to this smaller group.

*Final Research Paper:*

Your final research paper should be about 6,300 words and approximate something that theoretically could be submitted to a political science or history journal. In other words, it should have an explicit research question that is answered with the evidence, and you should explain the theoretical implications of your findings and how your findings fit in with the established historiography.

**Note:**

I would like to include outside speakers in class. That means I may move the dates around. However, I will not change the nature of assignments or the workload.

**Readings:**

**1 Introduction: How do I think like a detective? (January 14, Monday)**

E.H. Carr, *What Is History?*, 2nd ed. (London: Penguin Books, 1990), Chapter 1.

**2 What are qualitative methods? (January 17, Thursday)**

James Mahoney, “After KKV: The New Methodology of Qualitative Research,” *World Politics* 62, no. 01 (2010): 120–47.

Andrew Bennett and Jeffrey Checkel, “Process Tracing: From Philosophical Roots to Best Practices,” in *Process Tracing: From Metaphor to Analytic Tool*, ed. Andrew Bennett and Jeffrey Checkel (Cambridge: Cambridge University Press, 2015), 3–37.

**3 How do I come up with a good research question? (January 24, Thursday)**

Marc Trachtenberg, *The Craft of International History: A Guide to Method* (Princeton: Princeton University Press, 2006), 51–60, 169–72.

**4 How do I do a good literature review? (January 28, Monday)**

Jeffrey Knopf, “Doing a Literature Review,” *PS: Political Science & Politics* 39, no. 1 (January 2006): 127–32.

**5 How do I evaluate primary and secondary sources? (January 31, Thursday)**

Ian S. Lustick, “History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias,” *The American Political Science Review* 90, no. 3 (September 1, 1996): 605–18.

Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge: MIT Press, 2005), 91–106.

Trachtenberg, *The Craft of International History*, 146–62.

**6 What is the relationship between history and theory? (February 4, Monday)**

Trachtenberg, 30–50.

Giovanni Capoccia and Daniel Ziblatt, “The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond,” *Comparative Political Studies* 43, no. 8–9 (January 8, 2010): 931–68.

OPTIONAL: Marc Trachtenberg, “Audience Costs: An Historical Analysis,” *Security Studies* 21, no. 1 (January 2012): 3–42.

OPTIONAL: Colin Elman and Miriam Fendius Elman, eds., *Bridges and Boundaries: Historians, Political Scientists, and the Study of International Relations* (Cambridge: MIT Press, 2001).

**7 How do I manage ethical issues and win IRB approval? (February 7, Thursday)**

Sarah M. Brooks, “The Ethical Treatment of Human Subjects and the Institutional Review Board Process,” in *Interview Research in Political Science*, ed. Layna Mosley (Ithaca: Cornell University Press, 2013), 45–66.

Lee Ann Fujii, “Research Ethics 101: Dilemmas and Responsibilities,” *PS: Political Science & Politics* 45, no. 4 (October 2012): 717–23.

OPTIONAL: Kate Cronin-Furman and Milli Lake, “Ethics Abroad: Fieldwork in Fragile and Violent Contexts,” *PS: Political Science & Politics* 51, no. 3 (July 2018): 607–14.

**8 How can I study highly secretive regimes? (China case study) (February 11, Monday)**

Oliver Melton and Jessica Batke, “Why Do We Keep Writing About Chinese Politics As If We Know More Than We Do?,” *ChinaFile* (blog), October 16, 2017, <http://www.chinafile.com/reporting-opinion/viewpoint/why-do-we-keep-writing-about-chinese-politics-if-we-know-more-we-do>.

Alice Miller, “Valedictory: Analyzing the Chinese Leadership In An Era Of Sex, Money, and Power,” *China Leadership Monitor* 57 (Fall 2018).

Frederick C. Teiwes, “The Study of Elite Political Conflict in the PRC: Politics inside the ‘Black Box,’” in *Handbook of the Politics of China* (Northampton: Edward Elgar Publishing Limited, 2015), 21–41.

**9 How can I study highly secretive regimes? (Soviet case study) (February 14, Thursday) (Research Design Due)**

Zachary Jonathan Jacobson, “On the ‘Arcane Modern Science of Kremlinology’ or the Case of the Vanishing Birthdays,” *Cold War History* 16, no. 2 (2016).

Stephen Kotkin, “The State- Is It Us? Memoirs, Archives, and Kremlinologists,” *The Russian Review* 61, no. 1 (January 2002): 35–51.

Simon Miles, “Researching Through the Back Door: Field Notes From East of the Iron Curtain,” *Passport* 47, no. 1 (April 2016): 39–41.

**10 How do I prepare to visit an archive and what should I do when I get there? (February 18, Monday)**

Brandon Rottinghaus, “The Search for the Elusive Executive: Archival Collection Methods and Presidential Libraries,” in *Doing Archival Research in Political Science*, ed. Scott Frisch et al. (Amherst: Cambria Press, 2002).

Sean Kelly and Linda Whitaker, “Hitting the Road Without Hitting the Potholes,” in *Doing Archival Research in Political Science*, ed. Scott Frisch et al. (Amherst: Cambria Press, 2002).

Diana Kapiszewski, Lauren MacLean, and Benjamin Lelan Read, *Field Research in Political Science: Practices and Principles* (Cambridge: Cambridge University Press, 2015), 178–87.

**11 How do I actually write and structure a research paper? (Part 1) (February 21, Thursday)**

Wayne C. Booth et al., *The Craft of Research*, 4th ed. (Chicago: University of Chicago Press, 2016), 105–71.

Trachtenberg, *The Craft of International History*, 183–97.

**12 How do I actually write and structure a research paper? (Part 2) (February 25, Monday)**

Booth et al., *The Craft of Research*, 171–269.

**13 What digital databases are available and how should I use them? (February 28, Thursday)**

Lara Putnam, “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast,” *The American Historical Review* 121, no. 2 (April 2016): 377–402.

**14 How can I best use library resources? (March 4, Monday) (Literature review due)**

No readings: work on your projects.

**15 How do I prepare for and conduct an interview? (March 7, Thursday)**

Beth Leech, “Asking Questions: Techniques for Semistructured Interviews,” *Political Science & Politics* 35, no. 4 (December 2002): 665–68.

Jeffrey M. Berry, “Validity and Reliability Issues in Elite Interviewing,” *Political Science & Politics* 35, no. 4 (December 2002): 697–682.

Matthew N. Beckmann and Richard L. Hall, “Elite Interviewing in Washington, DC,” in *Interview Research in Political Science*, ed. Layna Mosley (Ithaca: Cornell University Press, 2013), 196–208.

Michael Quinn Patton, *Qualitative Evaluation Methods* (Beverly Hills: SAGE Publications, 1980), 207-246.

OPTIONAL: James M. Goldgeier, Not Whether But When: The US Decision to Enlarge NATO (Washington: Brookings Institution Press, 1999).

OPTIONAL: Frederick C. Teiwes, “Interviews on Party History,” in *New Perspectives on State Socialism in China*, ed. Timothy Cheek and Tony Saich (Armonk: M.E. Sharpe, 1999).

OPTIONAL: Erik Bleich and Robert Pekkanen, “How to Report Interview Data,” in *Interview Research in Political Science*, ed. Layna Mosley (Ithaca: Cornell University Press, 2013), 84–105.

**16 How do people involved in intelligence work think about analyzing material? (March 18, Monday)**

Richard K. Betts, *Enemies of Intelligence: Knowledge and Power in American National Security* (New York: Columbia University Press, 2009), Chapter 2.

Robert Jervis, *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War* (Ithaca: Cornell University Press, 2010), Chapters 1 and 4.

**17 How do I get the government to give up its secrets? (March 21, Thursday)**

National Security Archive, *Effective FOIA Requesting for Everyone: A National Security Archive Guide*, 2008, 1–78, <https://nsarchive2.gwu.edu//nsa/foia/foia_guide/foia_guide_full.pdf>.

**18 How should I organize my sources and footnotes? (March 25, Monday) (Research note due)**

Kapiszewski, MacLean, and Read, *Field Research in Political Science: Practices and Principles*, 89–99.

**19 How can I effectively use public sources like newspapers and government statements, especially if no archives are available? (March 28, Thursday)**

Allen Whiting, *China Crosses the Yalu: The Decision to Enter the Korean War* (New York: Macmillan Company, 1960), Chapters 3 and 4.

**20 How do I find and analyze memoirs and oral histories? (April 1, Monday)**

Gregor Benton, *Mountain Fires: The Red Army’s Three-Year War in South China* (Berkeley: University of California Press, 1992), Preface (xv-xxv) and Chapter 2 (69-82).

**21 Field trip break (April 4, Thursday)**

**22 What is it like to do research overseas? (April 8, Monday)**

Daniel P. Aldrich, “The 800-Pound Gaijin in the Room: Strategies and Tactics for Conducting Fieldwork in Japan and Abroad,” *PS: Political Science & Politics* 42, no. 2 (April 2009): 299–303.

Janet Bujra, “Lost in Translation? The Use of Interpreters in Fieldwork,” in *Doing Development Research*, ed. Vandana Desai and Robert B. Potter (London: SAGE Publications, 2006), 172–79.

Charles Kraus, “Researching the History of the People’s Republic of China,” *CWIHP Working Paper* 79 (April 2016), <https://www.wilsoncenter.org/publication/researching-the-history-the-peoples-republic-china>.

**23 Case study: Why did the US enter into World War II? (April 11, Thursday)**

Christopher Darnton, “Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II,” *International Security* 42, no. 3 (January 2018): 84–126.

**24 Case study: Why did the Cold War end? (April 15, Monday)**

Matthew Evangelista, “Explaining the Cold War’s End: Process Tracing All the Way Down?,” in *Process Tracing: From Metaphor to Analytic Tool*, ed. Andrew Bennett and Jeffrey T. Checkel, Strategies for Social Inquiry (Cambridge: Cambridge University Press, 2015).

**25 In-class exercise using online databases. (April 18, Thursday) (FOIA request due)**

Bring your computer.

**26 Two brief lectures: Why is the conventional wisdom so often wrong? Why are different interpretations of history so fraught with implications for power relations many years later? (April 22, Monday)**

Zachary Haver, “Bill Clinton Never Said ‘Butchers of Beijing,’” *LARB China Channel* (blog), January 11, 2019, <https://chinachannel.org/2019/01/11/butcher-beijing/>.

**27 Guest speaker on how policymakers make documents (April 25, Thursday)**

**28 Off day (April 29, Monday)**

Class canceled to make up for small group meeting for presentations. See above.

**Additional Information and Policies**

**Academic Integrity**

Standards of academic conduct are set forth in the University's Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm>). By registering for classes, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

**Human Subjects Research / Responsible Conduct of Research**

All students are required to adhere to the standards for the Responsible Conduct of Research (covered in ethics modules and in Human Subject Research training in SISU-206). Any project that might involve human subjects research and/or research with vulnerable populations must be discussed with the professor before conducting any data collection (e.g. interviews, focus groups, surveys, etc.). Student research plans may be subject to review by the American University Institutional Review Board (IRB - <http://www.american.edu/irb/)>.

**Safe Assign**

Assignments for this course may be submitted to SafeAssign as part of the assignment submission process on Blackboard. SafeAssign is a tool for plagiarism detection that is integrated directly into Blackboard. Instructions on how to submit your work to SafeAssign on Blackboard will be provided with your assignments.

**Early Warning Notices**

Undergraduate students may receive Early Warning Notices within the first month of classes.  These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance in the class.  Please note that you should seek help throughout the semester whenever you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.

**Requests for Extensions or Special Accommodations**

Students anticipating any difficulty in completing assigned work on time should consult with their professors well in advance of any course deadlines.  Any student seeking exceptions to course policies or requesting special accommodations due to medical or familial issues must first consult with the Office of the Dean of Students (Butler Pavilion, Room 408; <http://www.american.edu/ocl/dos/>).  Should the Office of the Dean of Students determine that accommodations are appropriate, a letter will be issued from the Office of the Dean of Students to the student’s professors.  Students must then follow up with their professors either in person or via email as soon as circumstances permit in order to discuss new arrangements for required work and deadlines.  Simply providing a letter from the Office of the Dean of Students does not constitute a waiver for course requirements or deadlines, nor does such a letter excuse work missed prior to the provision of documentation unless the Office of the Dean of Students specifically indicates that the accommodations are retroactive.  Late penalties and other course policies will apply to any revised assignment arrangements or deadlines.

**Student Support Services at AU**

If you experience difficulty in this course for any reason, please notify your academic advisor and me as soon as possible. American University provides numerous services that help students maximize their academic success and their social and emotional wellbeing.  If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center so that we can make arrangements to address your needs.

[**Academic Support Center**](http://www.american.edu/ocl/asac/index.cfm)(x3360, MGC 243): supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and [The Writing Lab](http://www.american.edu/ocl/asac/Writing-Lab-About-Us.cfm).

[**Writing Center**](http://www.american.edu/cas/writing/) (x2991, Bender Library, 1st Floor): offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Handouts, information, and a weekly writer's blog are available via the Writing Center website and on Facebook.

[**Counseling Center**](http://www.american.edu/ocl/counseling/index.cfm) (x3500, MGC 214): is here to help students make the most of their university experience, both personally and academically. We offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make and appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

[**Center for Diversity & Inclusion**](http://www.american.edu/ocl/cdi/) (x3651, MGC 201): is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

[**OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence**](http://www.american.edu/ocl/wellness/sexual-assault-resources.cfm) (x7070): provides free and confidential advocacy services for anyone in the campus community who is impacted by sexual violence (sexual assault, dating or domestic violence, and stalking). American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is and equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.  
  
If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](http://www.american.edu/finance/publicsafety/index.cfm) 202-885-2527 or the [Office of the Dean of Students](http://www.american.edu/ocl/dos/index.cfm) 202-885-3300 [dos@american.edu](mailto:dos@american.edu). Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

[**International Student & Scholar Services**](http://www.american.edu/ocl/isss/Student-Resources.cfm) (x3350, Butler Pavilion, Room 410): offers resources to support academic success and participation in campus life including academic counseling, [support for second language learners](http://www.american.edu/ocl/isss/supportteam.cfm), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

**Sharing of Course Content**

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center (see above).

**Emergency Preparedness**

Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency.

Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.   In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (<http://www.prepared.american.edu>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.

**Additional Research and Learning Opportunities**

**Undergraduate Research Website**

The SIS Undergraduate Research website lists numerous conference, publication, funding, and other research-related resources and opportunities for SIS undergraduates. Visit <http://www.american.edu/sis/undergradresearch/index.cfm> for more information.

**SISU-306 Poster Conference**

Each spring selected students from all sections of SISU-306 will have the opportunity to present their research at a poster conference. The Spring 2018 SISU-306 Poster Conference will be held on Friday, April 20. You are strongly encouraged to apply to present your work at the poster conference (details will be provided in class) and to attend the poster conference to view and discuss the work that your peers are conducting and to expand your research network.

**SIS Undergraduate Research Symposium**

This Symposium is organized and run by SIS Undergraduates. The 2018 SIS Undergraduate Research Symposium will be held on Wednesday, April 25. The Symposium is an excellent opportunity for you hear about the research that your peers have been conducting. Next year, the Symposium will be an excellent opportunity for you to revise and present your research from SISU-306 (or from other classes). You might also consider becoming involved in the Symposium as a student organizer or volunteer.

**Center for Teaching, Research, and Learning (CTRL) & Virtual Computer Lab (VCL)**

The Center for Teaching Research and Learning Lab (CTRL Lab) is a multi-functional and multi-faceted facility providing quantitative and technology research expertise across various disciplines including international relations and economics. CTRL Lab consultants provide support for analytical software packages such as NVivo, SAS, SPSS, STATA and many others. The CTRL Lab (<http://www.american.edu/ctrl/lab.cfm>) is located on the 2nd floor of Hurst Hall.

The Virtual Computing Lab (VCL) allows faculty and students to remotely access software applications that they don't have installed on their personal computers. The benefit is the ability to run these programs “anywhere, anytime”, off-campus or on campus, with 24/7 access, and without the need to visit an on-campus computer lab.  You can use VCL from anywhere you have an established and reliable Internet connection. See <http://www.american.edu/vcl/> for additional information.

**Clocks and Clouds**

Clocks and Clouds is the American University undergraduate research journal that publishes articles on the cutting edge of political science, international relations, and public policy. Through the journal, authors contribute to the intellectual dialogue both within the American University community and in broader academia. After completing SISU-206 and SISU-306 you may wish to join the editorial team or submit your research for publication. For more information, see: <http://www.american.edu/clocksandclouds/index.cfm>