

PS100DA Midterm Exam Winter 2016

Answer Part A and Part B. Your answers may be no more than three double-spaced pages – 850 words – each. Be sure your name is on each page, that each answer is stapled separately. The answers are due at the beginning of class Tuesday, Feb. 9. You may not leave them under the door or email them or ask anyone else to turn them in for you.

You must attach a signed copy of the statement at the bottom of this exam before your paper will be graded. Your grade will not be recorded until you have also submitted a copy of each answer to Turnitin.com. For Political Science 100DA the class ID is **12033531** and the password is **primary**. Please include your **current, working email** on your paper so we can contact you if your statement was not attached or your papers were not uploaded.

The directions and guide for writing the papers are included with the exam and are also on the course website pscourses.ucsd.edu/ps100da. Read the guidelines carefully. They will clarify what we will be looking for when we grade your paper. Merely repeating and summarizing the articles will not suffice. Your grade will be based upon your ability to synthesize the readings and apply them to the specific questions we ask.

Until 11:00 AM, Sunday, you may send *one sentence summaries* of your answers for each question to Prof. Popkin or Derek Bonett for feedback; and you may resend them repeatedly until you are ready to write. Be sure to put PS100DA in the subject line and include the question for which you are writing the summary (spopkin@ucsd.edu and dbonett@ucsd.edu). We will give feedback to help you clarify and strengthen your answers.

Professor Popkin will hold additional office hours Friday from 1:00 PM to 3:00 PM in SSB 396. Derek Bonett will hold office hours Monday from 2 PM until 4:00 PM in SSB 320.

You must sign and attach the following statement to one of your papers:

I certify that this paper is entirely my own work. I have not looked at, or discussed, any other papers for this course, and I have not asked for or received any help from any other persons except the TAs, or the professor.

In both parts of this exam, refer only to information about the candidates contained in the assigned readings or on this exam. In each answer, **use the readings in this course to explain and defend why your strategy will work.** Your answer should be a theoretically grounded analysis without any editorial comment.

Part A

Laurie Smith is a divorced mother of two young children who works at an assisted living facility in New Hampshire. A lifelong Republican, she just manages to make it on her salary, but an even bigger concern is immigrants whose children don't speak English. She wants her children to attend college and worries that they will never get there if they have classmates who cannot read and write at grade level. She has given up on her first choice, Donald Trump, because deporting 11 million undocumented persons is "never going to happen." She is deciding between Senator Cruz and Senator Rubio, and is leaning toward Senator Cruz because he seems stronger and more consistent.

Using only material in the assigned readings, what is the best distinction to draw between these two candidates to persuade her that President Rubio would be more likely to solve her problem than President Cruz?

Part B

Arthur Jones, age 60, is a manager at Walmart. He supported the Tea Party in 2010. He is active in his church and has two major concerns -- Medicare and the working poor who can barely make it from paycheck to paycheck.

Until this week he was too busy to pay attention to the campaign and every time there were stories about Donald Trump on the radio he changed stations because "Any manager knows he is full of it." He is leaning toward Senator Rubio because he just learned that he had Tea Party support in his senate election.

Using only material in the assigned readings, what is the best distinction to draw between these two candidates to persuade him that President Cruz would be more likely than President Rubio to solve his problems?

Guidelines for Essays

Professor Samuel Popkin

Read these guidelines before preparing your papers.

Make an outline, and do not begin to write your paper until you have your outline formulated. A general outline should include:

I. Introduction

Thesis - What is your argument? What is the strongest case you can assemble to support your argument? Be concise, clear, and explicit.

Make sure your paper has one main point from which all else follows. Do not begin to write your paper until you can state your argument in a single declarative sentence. Start your paper with that sentence.

Your argument should be introduced in your introduction, not in your conclusion. If your conclusion sounds more substantive and succinct than your introduction, you should revise your introduction.

Plan of Development - Following your thesis, tell the reader how you will support your argument. This plan of development is essential; without it, readers may miss some of your points. The plan should be placed at the end of your introduction and should be clear and straightforward. Having chosen your points, just introduce them briefly.

II. Body

The Heart of the Paper - The topic sentences of these paragraphs should introduce the point, and the remaining sentences should support it with evidence from the readings. Document your points; it is inadequate to state your opinion. Do not cite the lectures unless necessary; your evidence should come from the reading. This portion of your paper will be much easier to write -- and much easier to read -- if you follow an outline.

Every topic sentence should have direct support and relate to your one sentence thesis statement.

III. Conclusion

Wrap it up. Summarize your argument and the support you provided. If you want to include your opinion about any ideas broached in your work, the conclusion is the appropriate place to do so.

Other Helpful Hints:

Remember you are writing a formal essay that requires precise language. Don't be cute.

To cite an author, use the last name of the author followed by a comma and the page number. The period goes outside the parenthesis. Examples: (Iyengar and Kinder, 35). (Sheehan 1966, 32).

Do not cite lectures; cite the article from which the points come. Only cite a lecture for arguments not in the readings.

Never hide behind the authors. Do not use constructions like "Popkin says that. . .;" Instead use authors to bolster your arguments.

Never use a sentence that begins "In her book, Iyengar and Kinder says . . ."

Never use it's.

Either use its or it is. Example: Its policies were unpopular. It is unusual . . .

Never use "thus" unless you are drawing a conclusion.

Never use "seems" unless you follow it with a clarifying statement. Example: Members of primitive society seem to be generous, **but** . . .

Proofread your work. There should be no misspelling and few grammatical errors in your papers. You should not hand in your paper until you have proofread your final draft. If you want people to take your ideas seriously, present them clearly.

Reading your paper aloud is the easiest way to detect poor sentences. Read the first sentence of every paragraph aloud and see if they follow smoothly. Read the first and last sentence of each paragraph aloud and see if the two sentences are clearly connected; if not, reorganize and rewrite the paragraph.